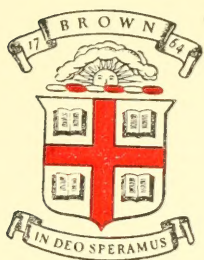


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BIENNIAL REPORT PART 1 1962-1964



Education Building, Raleigh

BIENNIAL REPORT OF
THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
OF NORTH CAROLINA

FOR THE SCHOLASTIC YEARS
1962-1963 AND 1963-1964

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 384

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1962-63 and 1963-64 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1962-63

Part III—Statistical Report, 1963-64

STATE SUPERINTENDENTS

Calvin H. Wiley	1853-1866
(Office Abolished)	1866-1868
S. S. Ashley	1868-1871
Alexander McIver	1871-1874
Stephen D. Pool	1874-1876
John Pool	1876-1877
John C. Scarborough	1877-1885
S. M. Finger	1885-1893
John C. Scarborough	1893-1897
Charles H. Mebane	1897-1901
Thomas F. Toon	1901-1902
James Y. Joyner	1902-1919
Eugene C. Brooks	1919-1923
Arch Turner Allen	1923-1934
Clyde A. Erwin	1934-1952
Charles F. Carroll	1952-

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LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

January 4, 1965

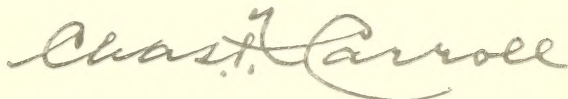
To His Excellency, DAN K. MOORE, Governor
and MEMBERS OF THE GENERAL ASSEMBLY OF 1965

SIRS:

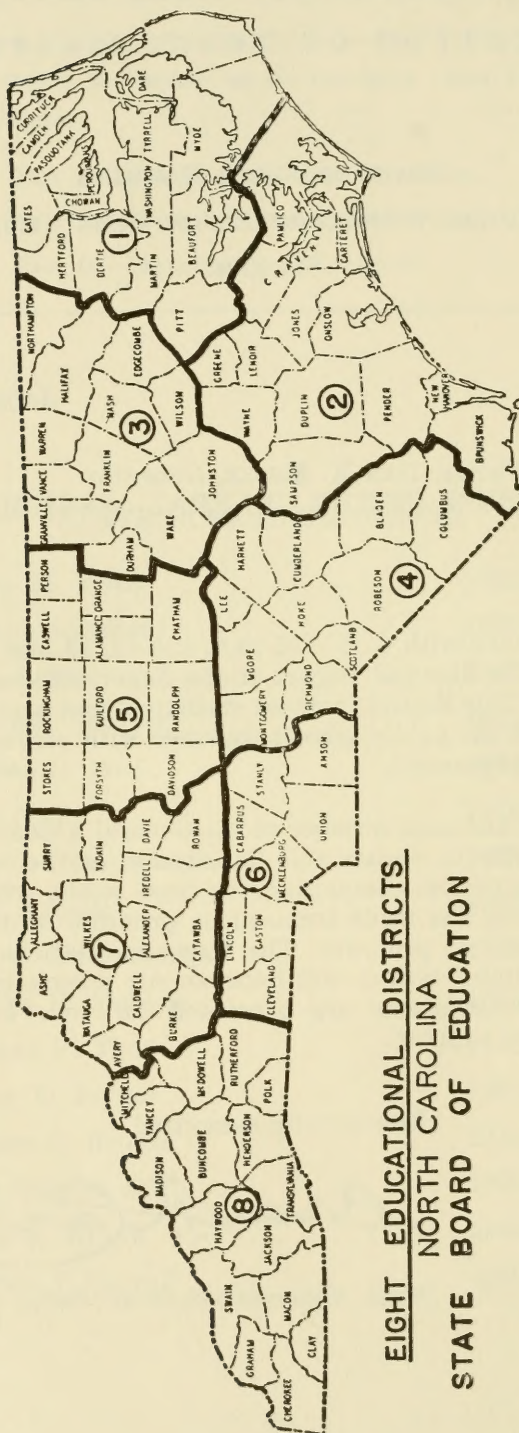
In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report includes statistical and narrative information about the public schools together with recommendations for their improvement.

I hope you and each member of the General Assembly will find the opportunity to review this description of the various programs and activities comprising the total public school system. North Carolina has made tremendous progress in many phases of its educational program. The Recommendations give some proposals which I believe will improve our schools still further. These recommendations are presented for your earnest consideration and support.

Respectfully submitted,

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned above the printed name of the Superintendent of Public Instruction.

State Superintendent of Public Instruction



EIGHT EDUCATIONAL DISTRICTS
NORTH CAROLINA
STATE BOARD OF EDUCATION

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I

What Agencies Administer and Supervise the Public Schools?

AT THE STATE LEVEL

1. State Board of Education

Authority—State Constitution (Art. IX, s. 8.).

Membership—13 persons: 3 ex officio (Lieutenant Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (8 from 8 educational district and 2 from State at large).

Term—Eight years (overlapping) for appointive members.

Meetings—once each month. Special meetings may be set at regular meetings or called by the Superintendent with the approval of the Board Chairman.

Powers and Duties (G. S. 115-11) :

- has general supervision and administration of the educational funds provided by the State and Federal governments
- is successor to powers of extinct boards and commissions
- has power to divide the administrative units into districts
- appoints controller, subject to approval of Governor
- apportions and equalizes over the State all State school funds
- directs State Treasurer to invest funds
- accepts any Federal funds appropriated for the operation of the schools
- purchases land upon which it has mortgage
- adjusts debts for purchase price of lands sold
- establishes city administrative units
- allots special teaching personnel and funds for clerical assistants to principals
- makes provision for sick leave

- accepts gifts and grants
- has power to provide for programs in the cultural and fine arts areas
- performs all duties in conformity with Constitution and laws, such as:

certifying and *regulating* the grade and salary of teachers and other school employees

adopting and *supplying* textbooks

adopting a standard course of study upon the recommendation of the State Superintendent of Public Instruction

formulating rules and regulations for the enforcement of the compulsory attendance law

reporting to the General Assembly on the operation of the State Literary Fund

approving the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction

managing and *operating* a system of insurance for public school property

- divides duties into two separate functions:
 - matters relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction
 - matters relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

2. State Superintendent of Public Instruction

Authority—Constitution (Art. III, s. 1.)

Term—Four years, elected by popular vote

Duties—(G.S. 115-14, 15):

- to organize and establish a Department of Public Instruction
- to keep public informed as to the problems and needs of the schools
- to report biennially to the Governor
- to have printed and distributed such educational bulletins and

forms as he shall deem necessary for the administration of the Department of Public Instruction

- to administer the instructional policies established by the Board
- to keep the Board informed regarding the developments in the field of public education
- to make recommendations to the Board with regard to the problems and needs of education
- to make available to the public schools a continuous program of supervisory services
- to collect and organize information regarding the public schools and to furnish such information as may be required to the Board
- to inform local administrators regarding instructional policies and procedures adopted by the Board
- to have custody of the official seal of the Board and to attest all written contracts executed in the name of the Board
- to perform such other duties as the Board may assign to him
- to attend all meetings of the Board and to keep the minutes

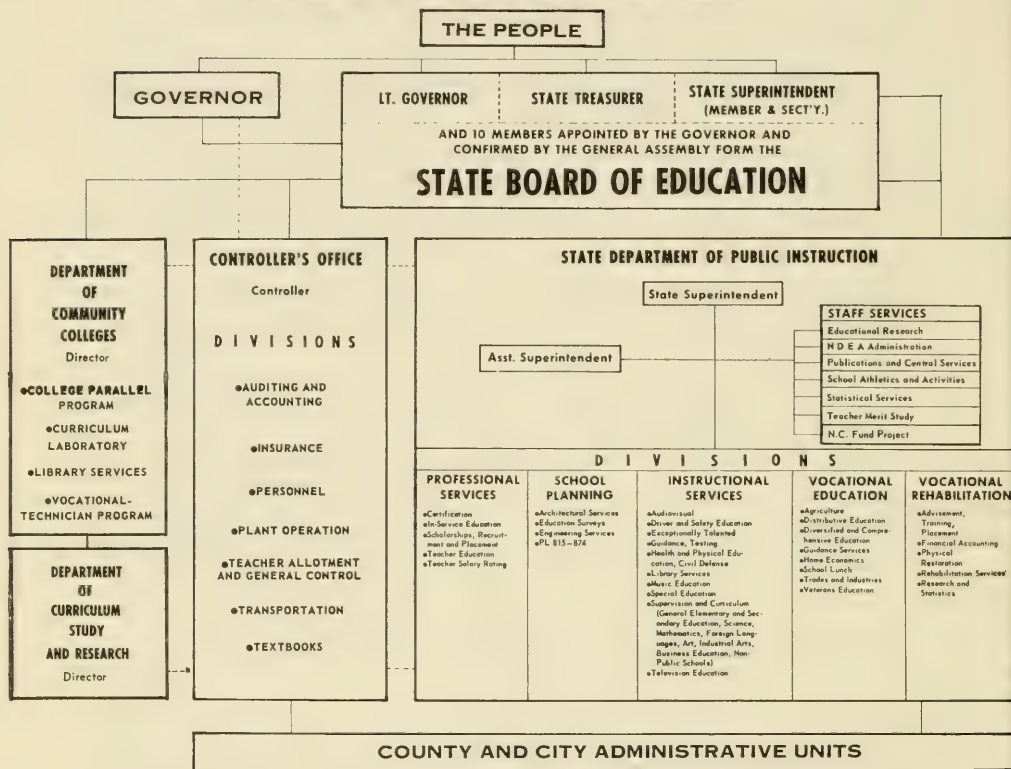
THE DEPARTMENT OF PUBLIC INSTRUCTION:

Headed by the State Superintendent of Public Instruction, the Department of Public Instruction includes an Assistant Superintendent and other professional and clerical staff. According to functions, the staff has been organized as follows:

Special Staff Services. This area includes services relating to (1) publications—writing, compiling, editing, printing, and distributing—and central services—purchasing supplies and equipment, selling and distributing printed materials, duplicating, and receiving, distributing and dispatching mail; (2) educational research—planning studies, collecting, analyzing and interpreting data, and making recommendations; (3) statistical services—collecting, tabulating, and processing statistics; (4) administration of the National Defense Education Act; (5) school athletics and activities—administers regulations of the Board governing athletics in the public schools and advises with schools on co-curricular activities; (6) teacher merit pay program—develops, formulates, and administers an experimental merit pay plan for teachers; and (7) the administration of the Comprehensive School Improvement Project.

ORGANIZATION CHART

State Services of the North Carolina Public Schools



Division of Instructional Services. This division provides leadership and assistance services in the areas of curriculum, organization, and instruction in elementary and secondary schools. These services are generally categorized as follows: curriculum construction and revision; general supervisory assistance in the improvement of instruction; evaluation and accreditation of schools; and consultative service and assistance in special areas. The special areas include the following: English, mathematics, science, foreign languages, social studies, testing and pupil classification, audiovisual aids, library and instructional materials, music, television education, safety and driver education, special education, academically talented, health and physical education, civil defense, art, industrial arts, business education, and non-public schools.

Division of Professional Services. The Division of Professional services includes sections whose services relate to teacher

recruitment, teacher scholarships, teacher education, teacher certification, teacher salary rating, teacher placement, and in-service education, This Division has five basic functions as follows: (1) to assist the public schools in procuring an adequate supply of competent personnel through recruitment, scholarships, and placement; (2) to exercise leadership at the State level in the development of high-quality programs of teacher education in the colleges and universities in the State; (3) to determine and fix through democratic processes the qualifications that teaching personnel should have, at both the pre-service and in-service levels, and certificate them in terms of these qualifications; (4) to determine the rating of personnel in terms of certification and experience; and (5) to conduct a State-wide in-service teacher education program.

Division of School Planning. This Division, acting for the State Superintendent of Public Instruction, approves plans and specifications for all new public school construction as to "structural and functional soundness, safety and sanitation . . ." (G.S. 115-130) The Division also: (1) Provides survey services to local school systems; (2) Provides architectural and engineering consultation services to local school systems, and to the Department of Community Colleges; (3) Provides final inspection services for all projects involving State funds, and, on request, projects financed from local funds; (4) Approves, as a service to the Department of Community Colleges, architectural and engineering plans and specifications for all community colleges, technical institutes and industrial education centers; and (5) Provides assistance to local boards preparation of applications to the U. S. Office of Education for funds under P.L. 815 and P.L. 874.

Division of Vocational Education. This Division administers programs to assist students in beginning the process of developing vocational maturity, as this is a part of the objective of the public school. Courses are offered at the ninth-grade level in Introduction to Vocations to help students understand the world of work, job opportunities, and educational requirements for jobs. The focus of this work is student self-appraisal. Courses are offered in clusters of occupations at the tenth-grade level. More specialized courses are offered during the latter high school years in the following fields: Trade and industrial education, distributive and office education, agricultural education, and home economics education. Guidance services are provided to assist in the process of vocational maturity. After high school, students enter post-high school training and employment.

Division of Vocational Rehabilitation. It is through this division that the State cooperates with the Federal Government in providing for the vocational rehabilitation of persons with disabilities and for their return to employment.

3. Controller of the State Board of Education

Authority—Chapter 115-11.5, General Statutes of North Carolina.

Term—At will of Board

Powers and Duties—(G. S. 115-16, 17) :

The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board.

The controller, under the direction of the Board, performs the following duties:

- maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board
- prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit
- certifies to each administrative unit the teacher allotment as determined by the Board
- issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units
- procures, through the Division of Purchase and Contract, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board
- purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers
- audits, in cooperation with the State Auditor, all school funds administered by the Board

- attends meetings of the Board and furnishes information concerning fiscal affairs to the Board
- employs all employees who work under his direction in administration of fiscal affairs
- reports directly to Board upon matters coming within his supervision and management
- furnishes information as may be necessary to the State Superintendent
- performs such other duties as may be assigned to him by the Board

CONTROLLER'S OFFICE:

Duties, classified as to function, are administered through the following divisions:

Division of Auditing and Accounting. Makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the Nine Months School Fund, the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, State Literary Fund, and other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.

Division of Plant Operation. Has charge of plant operation as set forth in the Nine Months School Fund budget.

Division of Insurance. Administers the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.

Division of Personnel: Administers the personnel program of the Controller's Office, Department of Community Colleges, and the State Department of Public Instruction, including recruitment, classification and pay, personnel budget and payroll preparation and accounting, and maintenance of all personnel records.

Division of Textbooks—Responsible for purchasing and distributing free basal textbooks, administering the rental system

for high school books and supplementary reading books in the elementary grades, and providing library books for purchase by administrative units.

Division of Teacher Allotment and General Control: Applies the rules of the State Board of Education governing teacher allotments, and allots funds for instructional supplies, library supplies and the object of general control.

Division of Transportation. Administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

4. Department of Curriculum Study and Research

Originally authorized by the State Board of Education in November, 1957, and begun April 1, 1958, as a special Curriculum Study supported by Richardson Foundation grants, this service was set up by the 1961 General Assembly as a permanent agency under the supervision of the State Board of Education.

The general objective of this department is to provide the State Board of Education with information and recommendations needed in making policy decisions on the curriculum and other problems in the areas of responsibility of the State Board. In addition to this general objective, typical specific objectives are: (1) To sponsor new experiments designed to produce high-quality education in the public schools, industrial education centers, technical institutes, and community colleges; (2) to disseminate information about new developments in education and to adapt these developments to public school, industrial education center, technical institute, and community college needs in this State; and (3) to promote the adoption of successful new educational developments.

AT THE LOCAL LEVEL

1. Boards of Education

Membership and Terms—

During the 1962-64 biennium there were 100 county and 71 city administrative units, ranging in size from 528 to 65,993 pupils in average daily attendance.

A grouping on this basis shows the following:

Average Daily Attendance, 1963-64

<i>Group</i>	<i>County</i>	<i>City</i>	<i>Total</i>
Up to 1,499	7	4	11
1,500- 2,999	11	27	38
3,000- 4,999	25	24	49
5,000- 9,999	35	11	46
10,000-14,999	13	3	16
15,000-19,999	4	1	5
Above 20,000	5	1	6
Total	100	71	171

A board of education is responsible for directing and managing the public schools in each of these administrative units.

County boards generally consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods: countywide popular vote, township popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special elections. All of these except the last one must have the approval of the General Assembly. Terms of office of members of county boards range from two to six years.

City board membership ranges from three to twelve. Members serve from two to eight years and are named as follows: by popular vote, by appointment, and by a combination of the two. Final approval of the General Assembly is not required except for one unit.

Meetings—

“All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable.” (115-28)

Powers and Duties

It is the duty of each board of education within its respective unit:

- to provide an adequate school system unit as provided by law (115-35(a))
- to perform all powers and duties respecting public schools not imposed on other officials (115-35(b))

- to have general control and supervision of all matters pertaining to the public schools and to enforce the school law (115-35(b))
- to divide its unit into attendance areas without regard to district lines (115-35(c))
- to provide for the enrollment in a public school of each child residing therein qualified by law for admission and applying for enrollment (115-176)
- to make all rules and regulations necessary governing enrollment of pupils (115-176)
- to make all rules and regulations necessary for conducting co-curricular activities, including athletics. (Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board.) (115-35(d))
- to fix the time for opening and closing the public schools and the length of school day (115-35(e), 36)
- to provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent (115-37)
- to elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistants (115-39,40)
- to elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth (115-21)
- to issue salary vouchers to all school employees when due and to purchase the necessary equipment and supplies in accordance with State contracts (115-50,52)

2. County and City Superintendents

Superintendents are elected by boards of education, subject to approval of the State Superintendent and the State Board.

Term—Two years.

Qualifications—Holds a Superintendent's certificate, has 3 years' experience in school work within past 10 years, and doctor's certificate showing him free of communicable disease.

Salaries—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, and the superintendent's experience and certificate. It ranges from a monthly salary, based on twelve calendar months, of \$630 to \$1,335. Several units pay a supplement from local funds.

Duties—"All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board." (115-41)

The superintendent is ex-officio secretary to the board of education. (115-56) It is the superintendent's duty:

- to visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions (115-56)
- to attend professional meetings (115-56)
- to furnish information and statistics to the State Superintendent (115-56)
- to administer oaths to all school officials when required (115-56)
- to keep himself informed as to policies adopted by the State Superintendent and State Board of Education (115-57)
- to approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval (115-58)
- to prepare an annual organization statement and request for teachers to the State Board of Education (115-59)
- to keep a complete record of all financial transactions of the board of education and a separate record of local district taxes and to furnish tax lists with the boundaries of each taxing district (115-60,61)
- to keep a record of all fines, forfeitures and penalties due the school fund (115-62)
- to approve and sign State and local vouchers (115-64)

3. District School Committees

Each county board of education appoints members (three to five for each committee) to school committees of the districts. (There are no committees in city administrative units.)

Term—Two years.

Meetings—As often as business may require.

Duties (115-69-73)

Each committee

- upon recommendation of superintendent, elects the principal subject to approval of the board of education
- upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent
- upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent
- in accordance with rules and regulations of the board of education, protects all school property in the district

4. School Principals

“The executive head of a district or school shall be called ‘principal’.” (115-18) He is elected annually by the district committee (in county units) upon recommendation of the superintendent and subject to approval by the board of education. In city units the principal is elected by the city board upon recommendation of the superintendent.

Duties—

It is the duty of the principal

- to nominate teachers (in county units) to district committee (115-72)
- to grade and classify pupils and exercise discipline over the pupils (115-150)
- to make suggestions to teachers for the improvement of instruction (115-150)
- to instruct children in proper care of school property, and to report any unsanitary condition, damage, or needed repairs (115-149)
- to carry out rules and regulations of State Board regarding compulsory school attendance (115-167)

- to assign pupils and employees to the buses on which they may be transported (115-184)
- to prepare and submit plan of route for each bus to the superintendent (115-186)
- to make all reports to the superintendent (115-148,150)

II

How Are The Public Schools Financed?

SOURCES OF FUNDS

Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.

STATE FUNDS appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. In 1963-64 the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

	<i>Amount</i>	<i>Percentage</i>
Income taxes	\$100,805,936.00	40.6
Sales taxes	88,866,200.00	35.8
Franchise taxes	20,227,181.00	8.1
Beverages taxes	11,570,424.00	4.7
Insurance taxes	9,905,683.00	4.0
Non-tax revenue	5,488,244.00	2.2
Inheritance taxes	5,558,096.00	2.2
License taxes	3,234,603.00	1.3
All other	2,662,533.00	1.1
Total	\$248,318,900.00	100.0

LOCAL FUNDS are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. For 1963-64 the amount and percentage from these several sources were estimated (based on actual 1960-61 data) as follows:

	<i>Amount</i>	<i>Percentage</i>
Property taxes	\$ 75,756,500.00	59.4
Bonds, loans, and sinking funds	29,554,000.00	23.2
Interest, donations	6,968,500.00	5.5
Fines, forfeitures, penalties, poll and dog taxes	7,544,975.00	5.9
Intangible, beer, wine and ABC funds	3,656,500.00	2.9
Collections from pupils	2,376,645.00	1.9
Sale of property	1,630,796.00	1.2
Total	\$127,487,916.00	100.0



FEDERAL FUNDS are appropriated to the states by Congress for specific educational purposes—mainly vocational education, lunch rooms, National Defense Education, and for operating schools in defense-impacted areas. Such funds are obtained by the levy of taxes, largely on incomes, by the Federal government.

EXPENDITURES

Total Funds

Expenditures for public education are divided into three parts in accordance with the purpose for which the funds are expended: (1) *current expense*, operation costs; (2) *capital outlay*, payments for buildings and other physical facilities; (3) *debt service*, repayment of principal and interest on bonds and notes.

Current expense for operation of the public schools is the largest portion of total annual school expenditures. The major portion of current expense comes from State funds. 78.4 per cent in 1963-64. Local funds provided 17.4 per cent, and only 4.2 per cent came from Federal funds.

CURRENT EXPENSE

Year	State Funds*	Local Funds	Federal Funds	Total
1934-35	\$ 16,702,697.05	\$ 2,099,538.73	\$ 451,862.29	\$ 19,254,098.07
1939-40	26,297,493.15	5,136,723.59	610,146.82	32,044,363.56
1944-45	39,465,521.35	7,265,140.48	3,357,469.23	50,088,131.06
1949-50	84,999,202.42	16,219,185.16	12,054,108.25	113,272,495.83
1954-55	122,998,428.30	25,027,038.50	7,051,801.48	155,077,268.28
1959-60	170,349,864.78	39,609,752.00	9,573,603.57	219,533,220.35
1960-61	179,747,463.64	43,923,830.49	10,059,973.97	233,731,268.10
1961-62	227,790,105.60	46,958,730.51	10,757,519.63	285,506,355.74
1962-63	230,278,820.34	51,068,671.09	12,419,636.01	293,767,127.44
1963-64**	248,318,900.00	52,000,000.00	14,000,000.00	314,318,900.00

CAPITAL OUTLAY

Year	State Funds*	Local Funds	Federal Funds	Total
1934-35	\$	2 2,890,317.99	\$ 428,593.61	\$ 3,318,911.60
1939-40	16,816.78	3,338,711.73	448,871.73	3,804,400.24
1944-45	48,538.96	1,774,531.97	3,778.17	1,826,849.10
1949-50	5,893,974.23	22,104,092.66	3,101.11	28,001,168.00
1954-55	9,194,988.86	34,449,132.59	671,151.51	44,315,272.96
1959-60	1,623,003.97	44,909,693.85	1,368,262.35	47,900,960.17
1960-61	950,070.34	50,500,816.89	2,152,606.46	53,603,493.69
1961-62	718,159.34	49,179,706.24	1,749,187.42	51,647,053.00
1962-63	182,249.94	43,954,164.19	1,823,297.28	45,959,711.41
1963-64**	162,083.75	47,987,916.25	1,850,000.00	50,000,000.00

* Includes Vocational, Textbook, and other State Funds.

** Estimated.

Capital outlay expenditures are largely the responsibility of the local units; however, the General Assembly provided \$50,000,000 in 1949 and another \$50,000,000 in 1953 for school plant construction, improvement, and repairs. Federal funds have been allocated for physical facility projects in defense-impacted areas. (See table above.)

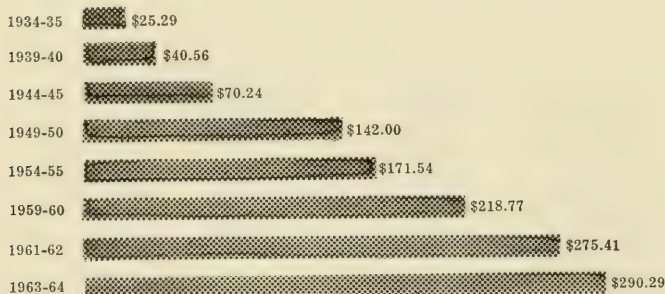
Funds for debt service expenditures come from local sources. (See table, p. 27).

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils. The summary for certain selected years is as follows (See pages 30-32 for expenditures by administrative units.):

PER PUPIL EXPENDITURES							
Year	Average Daily Attend.	Current Expense				Capital Outlay	Grand Total
		State	Local	Federal	Total		
1934-35	761,433	\$ 21.94	\$ 2.76	\$.59	\$ 25.29	\$ 4.36	\$ 29.65
1939-40	790,003	33.29	6.50	.77	40.56	4.82	45.38
1944-45	713,146	55.34	10.19	4.71	70.24	2.56	72.80
1949-50	797,691	106.56	20.33	15.11	142.00	35.10	177.10
1954-55	904,029	136.06	27.68	7.80	171.54	49.02	220.56
1959-60	1,003,455	169.76	39.47	9.54	218.77	47.74	266.51
1960-61	1,024,943	175.37	42.85	9.82	228.04	52.30	280.34
1961-62	1,036,934	219.68	45.29	10.37	275.34	49.81	325.15
1962-63*	1,058,183	217.62	48.26	11.74	277.62	43.43	321.05
1963-64*	1,082,790	229.33	48.03	12.93	290.29	46.18	336.47

* Estimated.

EXPENDITURES FOR CURRENT EXPENSE PER PUPIL IN ADA



State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free

textbooks, for State administration, and for other special purposes.

The Nine Months School Fund

The Nine Months School Fund is allotted by the State Board of Education to the 100 county and 70 (1964-65) city administrative units on the basis of standards determined by the Board. These standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information.

GENERAL CONTROL

Salaries of Superintendents—Determined by a State salary schedule which includes the education and the experience of the superintendent up to a maximum of eight years and the average daily membership in the administrative unit for the year preceding each new biennium.

Salaries of Assistant Superintendents—Positions are allotted to the larger administrative units on the basis of the average daily membership for the year preceding each new biennium. For 1964-65 an annual salary of \$9,000 was assigned to each of these positions.

Travel Expense of Superintendents—Allotted in the various administrative units on the basis of the average daily membership of each school administrative unit for the year preceding each new biennium.

Salaries of Clerical Assistants—Allotted to school administrative units on the basis of the average daily membership of each administrative unit for the year preceding each new biennium.

Salaries of Property and Cost Clerks—Allotted to the 100 county administrative units for continuous inventory and cost records on the operation of school buses and other motor vehicles on the basis of the number of buses operated for the year preceding each new biennium. Salaries are determined on a State salary schedule based on experience as a property and cost clerk.

Office Expense—Allotted to each school administrative unit on the basis of the average daily membership of each school unit for the year preceding each new biennium.

County Boards of Education—Funds for the per diem and expenses of the 100 county boards of education are allotted on the basis of \$100.00 to each unit.

Salaries of Attendance Counselors—Upon review of applications submitted to the State Superintendent of Public Instruction and subsequent approval by the State Board of Education, funds for the employment of attendance counselors are allotted to administrative units as determined by a schedule which includes the education and experience of the attendance counselor.

Instructional Service

Instructional Salaries—Teaching positions are allotted to districts (a city unit considered as one district) in the administrative units on the basis of average daily attendance for the best continuous six months of the first seven months, together with the average daily absences due to contagious diseases for the same continuous six months, together with other pertinent attendance data, including incoming and outgoing grades and adjustments for dropouts and population changes based on prior experience of the individual districts.

- (1) Elementary schools—1 for 25 pupils
2 for 45 pupils
3 for 70 pupils
4 for 105 pupils
5 for 138 pupils
6 for 171 pupils

and 1 additional for each 30 additional pupils.

- (2) High schools—1 for 25 pupils
2 for 40 pupils
3 for 60 pupils
4 for 80 pupils

and 1 additional for each 30 additional pupils.

In addition to the base allotment set forth above, an additional position is allotted for each 15 positions allotted in the base allotment.

Separate allotments or positions are made to the administrative units for special education and instruction of the exceptionally talented under rules and regulations adopted by the State Board of Education.

Additional teaching positions may be allotted at the end of the first two weeks of school if the average daily attendance exceeds an average of 31 per teaching position originally allotted.

Teachers employed for State-allotted positions are paid from State funds in accordance with a State-adopted teachers' salary schedule based on education and teaching experience.

Principals are employed from the teaching positions allotted to a district (or city unit). A building principal is allowed as one of the teaching positions when the school is assigned from 3 to 7 State-allotted positions. Classified principals are allowed in the number when a school or district has been assigned 7 or more State-allotted teaching positions. Such principals are paid from State funds in accordance with a State-adopted principals' salary schedule based on teaching positions allotted, education and experience.

Positions for supervisors of instruction are allotted on the basis of size of the administrative unit. The supervisor is paid in accordance with the State-adopted salary schedule for supervisors for ten calendar months. In some instances a supervisor may be employed jointly by two or more units.

Instructional Supplies—An allotment is made to each school administrative unit for instructional supplies at \$1.75 per pupil in average daily membership for the preceding school year.

Clerical Assistance in Schools—An allotment is made to each school administrative unit for clerical assistance in school at \$1.50 per pupil in average daily membership for the preceding year.

Operation of Plant

Allotment of funds for operation of plant—wages of janitors and maids, water, light and power, janitorial supplies and telephone rental—is based upon the State-allotted teaching positions in each administrative unit. In the allotment of funds for

fuel, however, the geographic location is considered, since fuel requirements in the eastern and southern parts of the State are less than in the northern and extreme western parts of the State.

Fixed Charges

Funds for fixed charges—compensation for school employees, reimbursement for injury to school employees and tort claims—are allotted on a case basis.

- (1) Claims for medical or hospital expense in connection with injury of an employee must be approved by the State Industrial Commission. Compensation paid for loss of work due to injury is paid in accordance with a schedule approved by the Commission.
- (2) Reimbursement for injury of school pupils in connection with bus accidents is paid not in excess of \$600 in accordance with a schedule adopted by the Industrial Commission.
- (3) Tort claims are paid upon approval or award of the Industrial Commission or by the courts.

Auxiliary Agencies

Transportation of Pupils—Funds for operating a minimum program of pupil transportation are allotted to the 100 county administrative units. A budget, which includes drivers', mechanics' and other employees' salaries, cost of gas, oil, tires, batteries, repair parts, other necessary supplies, and replacements, is prepared for each county unit. Student drivers are paid at the rate of \$30.00 per school month. Mechanics, gas truck drivers, and other employees are paid by the calendar month in accordance with a State-adopted salary schedule.

School Libraries—Funds for school libraries—books, magazines, newspapers, and supplies—are allotted to the various administrative units on the basis of \$1.00 per pupil in average daily membership for the prior year.

Child Health Program—Allotment to the school administrative units for the school-health program is made on the basis

of \$750.00 for each county including cities and 35 cents per pupil in average daily membership for the prior school year. Ninety per cent of the school-health program funds is used for diagnosis and correction of chronic physical defects. The other ten per cent may be used for salary and travel of health personnel.

Tables

Expenditures as to objects and items from the Nine Months School Fund for the two years of the 1960-62 biennium are shown in the accompanying tables.

Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items (See page 21).

Except for the 1949 and 1953 State building funds and for Federal funds allotted to impacted areas and under the NDEA program, capital outlay budgets have been the responsibility of local governments. Debt service budgets have always been the responsibility of local governments.

Local units have gradually increased participation in the provision of funds for current expense.

EXPENDITURES FROM LOCAL FUNDS				
Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.03	\$ 5,709,358.57	\$ 8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1954-55	25,027,038.50	34,449,132.59	9,724,321.99	69,200,493.08
1959-60	40,687,211.00	50,674,846.37	18,252,497.21	109,614,554.58
1960-61	43,923,830.39	50,500,816.89	18,500,000.00	112,924,647.28
1961-62	46,958,730.51	49,179,706.24	18,969,826.00	115,108,262.75
1962-63	51,068,671.09	43,954,164.19	19,123,216.00	114,146,051.28
1963-64†	52,000,000.00	47,987,916.25	19,400,000.00	119,387,916.25

† Estimated.

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1962-63
(Including School Bus Replacements)

Classification by Objects and Items		White	Negro	Total
A. State Aid Paid Out By Units				
61. General Control:				
611-1	Salary: Superintendents	\$ 1,886,232.57	\$	\$ 1,886,232.57
611-2	Salary: Asst. Superintendents	364,680.00		364,680.00
612	Travel: Superintendents	52,794.91		\$ 52,794.91
613-1	Salaries: Clerical Assts.	802,225.26		802,225.26
613-2	Salaries: Property & Cost Clerks	353,020.56		353,020.56
614	Office Expenses	94,154.84		94,154.84
615	Co. Bd. Ed.: Per Diem, Travel	9,983.25		9,983.25
Total General Control		\$ 3,563,091.39		\$ 3,563,091.39
62. Instruction Service:				
621	Salaries: Elem. Teachers	\$ 88,847,251.63	\$39,739,560.33	\$128,586,811.96
622	Salaries: H. S. Teachers	33,418,146.67	11,348,380.87	44,766,527.54
623 Salaries:				
1.	Elem. Principals	5,624,495.10	1,914,369.05	7,538,864.15
2.	High School Principals	4,200,458.72	1,772,748.50	5,973,207.22
Sub-Total Inst. Salaries		\$132,090,352.12	\$54,775,058.75	\$186,865,410.87
624	Instructional Supplies	1,207,976.82	459,429.43	1,667,406.25
625-1	Salaries: Supervisors	1,457,878.93	327,381.28	1,785,260.21
627	Clerical Assistance in Schools	1,208,524.76	457,552.14	1,666,076.90
Total Instructional Service		\$135,964,732.63	\$56,019,421.60	\$191,984,154.23
63. Operation of Plant:				
631	Wages: Janitors	\$ 4,329,548.69	\$ 1,369,179.41	\$ 5,698,728.10
632	Fuel	1,636,445.73	586,279.23	2,222,724.96
633	Water, Light, Power	945,212.37	320,804.05	1,266,016.42
634	Janitors' Supplies	481,432.33	194,232.76	675,665.09
635	Telephones	56,044.41	18,233.40	74,277.81
Total Operation of Plant		\$ 7,448,683.53	\$ 2,488,728.85	\$ 9,937,412.38
65. Fixed Charges:				
653 Compensation:				
	School Employees	\$ 80,536.48	\$ 8,190.69	\$ 88,727.17
654	Reimbursement: Injured Pupils	5,286.65	1,271.30	6,557.95
656	Tort Claims	101,777.38	29,567.18	131,344.56
Total Fixed Charges		\$ 187,600.51	\$ 39,029.17	\$ 226,629.68
66. Auxiliary Agencies:				
661 Transportation of Pupils:				
1.	Wages of Drivers	\$ 1,527,815.95	\$ 641,521.25	\$ 2,169,337.20
2a.	Gas, Oil, Grease	837,633.81	351,421.62	1,189,055.43
2b.	Gas Storage Equipment	2,468.35	1,163.64	3,631.99
3.	Salaries: Mechanics	1,651,127.17	622,600.74	2,273,727.91
4a.	Repair Parts, Batteries	724,750.40	311,037.49	1,035,787.89
4b.	Tires and Tubes	380,185.18	146,296.94	526,482.12
4c.	License and Title Fees	635.31	208.19	843.50
4d.	Garage Equipment	27,121.73	13,934.94	41,056.67
5.	Contract Transportation	17,921.09	3,622.50	21,543.59
Sub-Total (1-5)		\$ 5,169,658.99	\$ 2,091,807.31	\$ 7,261,466.30
6.	Major Replacements	2,114,725.78	1,013,781.57	3,128,507.35
7.	Principals' Bus Travel	46,050.06	19,313.88	65,363.94
Total Transportation		\$ 7,330,434.83	\$ 3,124,902.76	\$ 10,455,337.59
662	School Libraries	806,900.41	304,444.45	1,111,344.86
664	Child Health Program	285,269.01	153,564.27	438,833.28
Total Auxiliary Agencies		\$ 8,422,604.25	\$ 3,582,911.48	\$ 12,005,515.73
Total Paid Out by				
Adm. Units		\$155,586,712.31	\$62,130,091.10	\$217,716,803.41
B. State Aid Paid Direct:				
	Printing, Surety Bond Premiums			5,899.61
	Educable Handicapped Children Program			23,095.12
	Exceptionally Talented Children Program			70,581.57
	Shakespeare Project			26,015.36
	Film on Consolidation			20,000.00
Total Support of Public Schools				\$217,862,395.07

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1963-64
(Including School Bus Replacements)

Classification by Objects and Items		White	Negro	Total
A. State Aid Paid Out by Units				
61. General Control:				
611-1	Salary: Superintendents	\$ 1,875,273.72	\$	\$ 1,875,273.72
611-2	Salary: Asst. Superintendents	758,275.28		758,275.28
612	Travel: Superintendents	53,036.06		53,036.06
613-1	Salaries: Clerical Assts.	847,588.52		847,588.52
613-2	Salaries: Property & Cost Clerks	382,162.64		382,162.64
614	Office Expenses	121,693.51		121,693.51
615	Co. Bd. Ed.: Per Diem, Travel	9,966.80		9,966.80
617	Salaries: Attend. Counselors	253,827.57		253,827.57
	Total General Control	\$ 4,301,824.10		\$ 4,301,824.10
62. Instruction Service:				
621	Salaries: Elem. Teachers	\$ 94,126,633.77	\$42,145,140.19	\$136,271,773.96
622	Salaries: H. S. Teachers	38,227,184.13	13,416,702.62	51,643,886.75
623	Salaries:			
	1. Elem. Principals	6,183,318.76	2,116,576.36	8,299,895.12
	2. H. S. Principals	4,355,964.91	1,940,290.85	6,296,255.76
	Sub-Total Inst. Salaries	\$142,893,101.57	\$59,618,710.02	\$202,511,811.59
624	Instructional Supplies-General	1,284,290.96	515,425.07	1,799,716.03
624a.	Instructional Supplies-Film	128,376.26	49,317.65	177,693.91
625-1	Salaries: Supervisors	1,515,942.60	360,152.50	1,876,095.10
627	Clerical Assistance in Schools	1,226,417.79	469,612.65	1,696,030.44
	Total Instructional Services	\$147,048,129.18	\$61,013,217.89	\$208,061,347.07
63. Operation of Plant:				
631	Wages: Janitors	\$ 4,443,975.55	\$ 1,500,172.68	\$ 5,944,148.23
632	Fuel	1,707,381.47	639,431.01	2,346,812.48
633	Water, Light, Power	1,202,755.35	421,135.14	1,623,890.49
634	Janitors' Supplies	529,962.19	221,262.96	751,225.15
635	Telephones	88,111.03	29,524.24	117,635.27
	Total Operation of Plant	\$ 7,972,185.59	\$ 2,811,526.03	\$ 10,783,711.62
65. Fixed Charges:				
653	Compensation:			
	School Employees	\$ 82,587.51	\$ 21,371.22	\$ 103,958.73
654	Reimbursement: Injured Pupils	6,868.74	3,446.30	10,315.04
656	Tort Claims	145,285.29	32,204.13	177,489.42
	Total Fixed Charges	\$ 234,741.54	\$ 57,021.65	\$ 291,763.19
66. Auxiliary Agencies:				
661	Transportation of Pupils:			
	1. Wages of Drivers	\$ 1,690,880.47	\$ 710,224.49	\$ 2,401,104.96
	2a. Gas, Oil, Grease	841,238.16	363,654.51	1,204,892.67
	2b. Gas Storage Equipment	5,527.29	1,951.38	7,478.67
	3. Salary: Mechanics	1,735,668.48	682,670.08	2,418,338.56
	4a. Repair Parts, Batteries	689,360.66	299,674.65	989,035.31
	4b. Tires and Tubes	373,654.15	141,334.18	514,988.33
	4c. License and Title Fees	568.55	213.95	782.50
	4d. Garage Equipment	20,102.75	4,593.47	24,696.22
	5. Contract Transportation	15,412.30	5,922.48	21,334.78
	Sub-Total (1-5)	\$ 5,372,412.81	\$ 2,210,239.19	\$ 7,582,652.00
	6. Major Replacements	1,892,028.58	770,700.96	2,662,729.54
	7. Principals' Bus Travel	46,621.05	19,606.28	66,227.33
	Total Transportation	\$ 7,311,062.44	\$ 3,000,546.43	\$ 10,311,608.87
662	School Libraries	814,459.61	313,825.59	1,128,285.20
664	Child Health Program	274,761.28	165,598.66	440,359.94
	Total Auxiliary Agencies	\$ 8,400,283.33	\$ 3,479,970.68	\$ 11,880,254.01
	Total Paid Out by Units	\$167,957,163.74	\$67,361,736.25	\$235,318,899.99
B. State Aid Paid Direct:				
	Printing, Surety Bond Premiums			\$ 7,808.44
	Exceptionally Talented Children Program			77,116.71
	Shakespeare Project			26,000.00
	Film on Consolidation			8,000.00
	Governor's School			26,690.00
	Program for the Mentally Retarded			23,455.00
	School Improvement Project			67,500.00
	Learning Institute of North Carolina			60,000.00
	Total Support of Public Schools			\$235,615,470.14

PROFESSIONAL STAFF AND PER PUPIL COSTS (A.D.A.) BY UNITS, 1962-63

Administrative Unit	A.D.A. 1963-64	Total Staff *	Ratio **	State	Federal	Local	Total	Per Cent State	Per Cent Federal	Per Cent Local
Alamance	11,627	477	24.4	220.88	9.79	45.76	276.43	79.9	3.5	16.6
Burlington	8,937	388	23.0	220.03	17.05	80.34	317.42	69.3	5.4	25.3
Alexander	3,740	149	25.1	221.96	7.64	16.16	245.76	90.3	3.1	6.6
Alleghany	1,657	73	22.7	221.46	9.96	25.23	286.65	87.7	3.5	8.8
Anson	3,580	150	23.9	246.56	9.64	39.90	296.10	83.3	3.3	13.4
Morven	934	41	22.8	237.81	7.52	34.64	279.97	84.9	2.7	12.4
Wadesboro	2,114	87	24.3	206.48	8.00	43.86	258.34	79.9	3.1	17.0
Ashe	4,759	198	24.0	226.00	10.42	19.05	255.47	88.5	4.1	7.4
Avery	2,937	124	23.7	250.72	10.37	23.03	284.12	88.2	3.7	8.1
Beaufort	4,912	201	24.4	254.28	9.71	39.96	303.95	83.7	3.2	13.1
Washington	4,297	179	24.0	201.60	7.49	49.42	258.51	78.0	2.9	19.1
Bertie	6,346	275	23.1	220.54	8.41	27.89	256.74	85.9	3.3	10.8
Bladen	8,114	321	25.4	221.77	9.42	35.82	267.01	83.1	3.5	13.4
Brunswick	5,323	212	25.1	224.94	9.22	23.82	257.98	87.2	3.6	9.2
Buncombe	18,202	732	24.9	220.10	10.33	34.32	264.75	83.1	3.9	13.0
Asheville	9,420	423	22.3	230.78	16.61	68.21	315.60	73.1	5.3	21.6
Burke	7,796	317	24.6	210.62	8.66	32.55	251.83	83.6	3.4	13.0
Glen Alpine	1,410	58	24.3	201.76	9.21	40.34	251.31	80.3	3.7	16.0
Morganton	2,615	108	24.2	217.41	12.39	51.93	281.73	77.2	4.4	18.4
Cabarrus	7,313	301	24.3	218.55	10.61	26.20	255.36	85.6	4.1	10.3
Concord	4,111	171	24.0	206.59	9.08	41.91	257.58	80.2	3.5	16.3
Kannapolis	5,425	215	25.2	196.25	9.00	21.16	226.41	86.7	4.0	9.3
Caldwell	9,950	395	25.2	208.07	7.65	19.99	235.71	88.3	3.2	8.5
Lenoir	2,470	106	23.3	216.78	8.21	61.77	286.76	75.6	2.9	21.5
Camden	1,331	58	22.9	243.66	9.58	41.49	294.73	82.7	3.2	14.1
Carteret	6,371	258	24.7	216.15	31.54	4.25	251.94	85.8	12.5	1.7
Caswell	5,264	215	24.5	228.26	7.71	29.39	265.36	86.0	2.9	11.1
Catawba	8,537	347	24.6	226.75	16.30	27.66	270.71	83.8	6.0	10.2
Hickory	6,718	284	23.7	202.50	7.08	60.13	269.71	75.1	2.6	22.3
Newton	2,815	116	24.3	206.03	8.49	52.55	267.07	77.1	3.2	19.7
Chatham	6,847	278	24.6	223.95	8.00	33.32	265.27	84.4	3.0	12.6
Cherokee	1,377	57	24.2	261.32	5.83	28.37	295.52	88.4	2.0	9.6
Andrews	1,098	49	22.4	220.43	9.29	33.82	263.54	83.6	3.5	12.9
Murphy	1,411	56	25.2	222.87	8.71	29.58	261.16	85.3	3.3	11.4
Chowan	833	36	23.1	261.73	9.45	50.82	322.00	81.3	2.9	15.8
Edenton	2,194	95	23.1	214.01	9.37	55.33	278.71	76.8	3.4	19.8
Clay	1,208	51	23.7	244.47	11.02	33.05	288.54	84.7	3.8	11.5
Cleveland	7,692	324	23.7	231.67	10.51	31.23	273.41	84.7	3.9	11.4
Kings Mtn.	4,008	165	24.3	208.99	9.80	36.75	255.54	81.8	3.8	14.4
Shelby	4,696	214	21.9	213.01	8.68	61.88	283.57	75.1	3.1	21.8
Columbus	10,697	433	24.7	225.00	8.40	26.91	260.31	86.4	3.2	10.4
Whiteville	3,113	123	25.3	206.78	9.65	33.09	249.52	82.9	3.9	13.2
Craven	7,891	331	23.8	214.30	67.30	27.98	309.58	69.2	21.7	9.1
New Bern	5,328	215	24.8	198.25	20.48	41.67	260.40	76.1	7.9	16.0
Cumberland	20,363	767	26.5	193.10	37.77	5.41	236.28	81.7	16.0	2.3
Fayetteville	10,818	454	23.8	211.80	47.31	50.16	309.27	68.5	15.3	16.2
Currituck	1,535	70	21.9	239.38	19.21	63.68	322.27	74.3	6.0	19.7
Dare	1,200	51	23.5	225.71	23.50	73.17	322.38	70.0	7.3	22.7
Davidson	10,907	437	25.0	207.93	11.83	17.54	237.30	87.6	5.0	7.4
Lexington	4,935	200	24.7	214.03	8.70	47.06	269.79	79.4	3.2	17.4
Thomasville	3,726	155	24.0	201.70	7.22	51.06	259.98	77.6	2.8	19.6
Davie	3,748	147	25.5	220.64	9.74	29.13	259.51	85.0	3.8	11.2
Duplin	10,355	424	24.4	233.40	13.72	17.28	264.40	88.3	5.2	6.5
Durham	10,129	462	21.9	215.78	12.66	68.87	297.31	72.6	4.3	23.1
Durham	14,124	649	21.8	216.45	8.64	105.52	330.61	65.5	2.6	31.9
Edgecombe	7,322	290	25.2	219.91	6.11	25.02	251.04	87.6	2.4	10.0
Tarboro	3,546	151	23.5	205.60	7.20	35.72	248.52	82.7	2.9	14.4
Forsyth	42,367	1,887	22.5	210.55	4.10	97.88	312.53	67.4	1.3	31.3
Franklin	5,556	270	25.3	224.58	6.99	21.01	252.58	88.9	2.8	8.3
Franklinton	1,328	52	25.5	217.25	8.22	15.98	241.45	90.0	3.4	6.6
Gaston	21,300	850	25.1	204.83	9.08	42.00	255.91	80.0	3.6	16.4
Cherryville	1,813	78	23.2	216.38	7.84	35.50	259.72	83.3	3.0	13.7
Gastonia	7,582	315	24.1	216.22	12.18	41.14	269.54	80.2	4.5	15.3

Administrative Unit	A.D.A. 1963-64	Total Staff *	Ratio **	State	Federal	Local	Total	Per State	Per Cent Federal	Per Cent Local
Gates	2,419	92	26.3	233.61	11.85	27.12	272.58	85.7	4.3	10.0
Graham	1,575	63	25.0	241.85	36.62	33.09	311.56	77.6	11.8	10.6
Granville	7,837	348	22.5	236.65	8.99	42.56	288.20	82.1	3.1	14.8
Greene	4,474	186	24.1	227.00	11.06	32.28	270.34	84.0	4.1	11.9
Guilford	18,975	807	23.5	217.78	8.71	59.81	286.30	76.1	3.0	20.9
Greensboro	26,481	1,188	22.3	207.41	8.12	119.76	335.29	61.9	2.4	35.7
High Point	11,719	527	22.1	201.15	1.28	99.39	301.82	66.7	.4	32.9
Halifax	9,148	377	24.3	221.30	5.90	30.13	257.33	86.0	2.3	11.7
Roanoke Rapids	3,493	157	22.2	209.32	6.31	80.40	296.03	70.7	2.1	27.2
Weldon	2,115	91	23.2	197.08	7.28	28.67	233.03	84.6	3.1	12.3
Harnett	11,807	493	23.9	218.33	14.51	37.16	270.00	80.9	5.4	13.7
Haywood	6,431	261	24.6	225.82	12.20	43.43	281.45	80.2	4.3	15.5
Canton	2,482	108	23.0	222.72	9.88	51.62	284.22	78.4	3.5	18.1
Henderson	5,976	242	24.7	225.38	10.74	42.53	278.65	80.9	3.8	15.3
Hendersonville	1,990	108	18.4	242.27	9.65	106.81	358.73	67.5	2.7	29.8
Hertford	6,001	240	25.0	223.77	6.30	32.43	262.50	85.2	2.4	12.4
Hoke	4,262	179	23.8	219.10	12.95	33.62	265.67	82.5	4.9	12.6
Hyde	1,409	63	22.4	262.36	12.47	34.78	309.61	84.7	4.0	11.3
Iredell	8,381	340	24.7	220.19	10.19	25.41	255.79	86.1	4.0	9.9
Mooresville	2,190	100	21.9	227.91	12.10	63.00	303.01	75.2	4.0	20.8
Statesville	4,497	190	23.7	204.11	8.05	54.72	266.88	76.5	3.0	20.5
Jackson	3,431	153	22.4	248.59	9.16	26.39	284.14	87.5	3.2	9.3
Johnston	15,863	687	23.1	226.83	10.85	35.97	273.65	82.9	4.0	13.1
Jones	2,972	122	24.4	225.30	19.43	22.04	266.77	84.5	7.3	8.2
Lee	3,611	151	23.9	239.64	19.16	17.50	276.30	86.7	6.9	6.4
Sanford	3,425	140	24.5	203.71	10.78	54.54	269.03	75.7	4.0	20.3
Lenoir	8,201	358	22.9	241.86	13.96	47.84	303.66	79.6	4.6	15.8
Kinston	6,075	255	23.8	198.23	4.02	60.77	263.02	75.4	1.5	23.1
Lincoln	4,565	189	24.2	225.10	7.81	33.93	266.84	84.4	2.9	12.7
Lincolnton	2,303	89	25.9	209.34	9.17	30.58	249.09	84.0	3.7	12.3
Macn	3,301	135	24.5	237.71	10.32	42.45	290.48	81.8	3.6	14.6
Madison	3,422	150	22.8	255.89	7.48	30.33	293.70	87.1	2.5	10.4
Martin	7,237	313	23.1	221.82	8.21	35.98	266.01	83.4	3.1	13.5
McDowell	3,597	152	23.7	234.07	10.01	23.60	267.68	87.5	3.7	8.8
Marion	2,929	117	25.0	201.37	8.51	25.40	235.28	85.6	3.6	10.8
Mecklenburg	65,993	3,045	21.7	206.60	7.91	117.87	332.38	62.1	2.4	35.5
Mitchell	3,085	128	24.1	234.94	8.75	19.60	263.29	89.2	3.3	7.5
Montgomery	4,642	192	24.2	220.51	11.87	46.14	278.52	79.2	4.3	16.5
Moore	6,613	285	23.2	232.57	11.64	35.90	280.11	83.0	4.2	12.8
Pinehurst	738	39	18.9	210.95	7.67	57.51	276.13	76.4	2.8	20.8
Southern Pines	1,726	76	22.7	201.42	15.97	77.33	294.72	68.3	5.4	26.3
Nash	11,566	462	25.0	216.79	10.10	26.44	253.33	85.6	4.0	10.4
Rocky Mount	6,981	320	21.8	210.64	7.32	84.03	301.99	69.8	2.4	27.8
New Hanover	16,482	682	24.6	212.18	11.34	59.59	283.11	74.9	4.6	21.1
Northampton	6,986	298	24.3	220.76	8.52	31.66	260.94	84.6	3.3	12.1
Onslow	12,179	496	24.6	200.93	42.57	13.97	257.47	78.1	10.5	5.4
Orange	4,292	194	22.1	225.51	9.64	46.99	282.14	79.9	3.4	16.7
Chapel Hill	3,983	198	20.1	196.14	8.57	73.48	278.19	70.5	3.1	26.4
Pamlico	2,492	105	23.7	230.65	27.80	20.16	278.61	82.8	10.0	7.2
Pasquotank	2,282	97	23.5	229.54	23.82	29.01	282.37	81.3	8.4	10.3
Elizabeth City	3,613	155	23.3	204.99	25.61	39.54	270.14	75.9	9.5	14.1
Pender	4,941	207	23.9	226.34	15.87	28.68	270.89	83.5	5.9	10.0
Perquimans	2,312	96	24.1	227.78	10.92	32.01	270.71	84.2	4.0	11.8
Person	6,676	270	24.7	220.69	6.99	33.46	261.14	84.5	2.7	12.1
Pitt	12,671	518	24.5	224.41	6.15	30.92	261.48	85.8	2.4	11.6
Greenville	5,451	209	26.1	200.14	7.58	41.33	249.05	80.4	3.0	14.1
Polk	1,783	82	21.7	261.80	8.38	40.51	310.69	84.3	2.7	13.1
Tryon	827	39	21.2	240.64	6.56	62.45	309.65	77.7	2.1	23.2
Randolph	9,941	395	25.2	209.35	11.58	28.77	249.70	83.9	4.6	11.1
Asheboro	4,711	198	23.8	211.52	16.85	81.06	309.43	68.4	5.4	20.2
Richmond	4,108	165	24.3	227.39	6.84	36.14	270.37	84.1	2.5	13.1
Hamlet	2,998	119	25.2	206.71	8.40	38.53	253.64	81.5	3.3	10.1
Rockingham	3,100	127	24.4	199.84	8.04	36.99	244.87	81.6	3.3	15.1

Administrative Unit	A.D.A. 1963-64	Total Staff *	Ratio **	State	Federal	Local	Total	Per Cent State	Per Cent Fed- eral	Per Cent Local
Robeson	13,585	543	25.0	226.42	6.45	22.59	255.46	88.6	2.5	8.9
Fairmont	2,057	84	24.5	208.78	7.01	27.58	243.37	85.8	2.9	11.3
Lumberton	4,249	171	24.8	198.27	7.04	34.99	240.30	82.5	2.9	14.6
Maxton	1,227	53	23.2	208.76	8.34	21.46	238.56	87.5	3.5	9.0
Red Springs	1,577	67	23.5	204.42	17.94	31.54	253.90	80.5	7.1	12.4
St. Pauls	1,830	74	24.7	205.23	11.02	18.39	234.64	87.5	4.7	7.8
Rockingham	4,851	200	24.3	242.51	8.83	26.63	277.97	87.2	3.2	9.6
Leaksville	4,464	186	24.0	222.41	10.07	79.75	312.23	71.2	3.2	25.6
Madison	2,407	109	22.1	216.01	9.52	32.74	258.27	83.6	3.7	12.7
Reidsville	4,350	187	23.3	205.63	8.31	59.11	273.05	75.3	3.0	21.7
Rowan	13,163	553	23.8	219.51	9.72	32.22	261.45	84.0	3.7	12.3
Salisbury	3,982	183	21.8	217.07	7.09	78.36	302.52	71.8	2.3	25.9
Rutherford	10,461	426	24.6	228.06	8.29	25.33	261.68	87.1	3.2	9.7
Sampson	9,139	394	23.2	239.78	7.11	27.96	274.85	87.2	2.6	10.2
Clinton	3,209	129	24.9	212.10	12.38	42.61	267.09	79.4	4.6	16.0
Scotland	3,603	152	23.7	242.95	9.16	28.71	280.82	86.5	3.3	10.2
Laurinburg	3,807	160	23.8	211.93	10.56	38.90	261.39	81.1	4.0	14.9
Stanly	6,432	260	24.7	220.75	8.72	33.38	262.85	84.0	3.3	12.7
Albemarle	3,079	138	22.3	208.78	12.21	65.41	286.40	72.9	4.3	22.8
Stokes	5,037	207	24.3	230.43	9.88	28.17	268.48	85.8	3.7	10.5
Surry	7,122	291	24.5	233.33	10.06	29.25	272.64	85.6	3.7	10.7
Elkin	1,266	58	21.8	219.10	8.75	63.68	291.53	75.2	3.0	21.8
Mount Airy	3,017	130	23.2	210.65	9.79	42.76	263.20	80.0	3.7	16.3
Swain	1,955	76	25.7	240.72	29.70	9.87	280.29	85.9	10.6	3.5
Transylvania	4,000	167	24.0	218.96	9.92	44.94	273.82	80.0	3.6	16.4
Tyrrell	1,106	47	23.5	247.01	8.71	34.87	290.59	85.0	3.0	12.0
Union	7,926	320	24.8	235.46	12.76	30.80	279.02	84.4	4.6	11.0
Monroe	2,923	127	23.0	207.52	8.66	44.55	260.73	79.6	3.3	17.1
Vance	3,463	144	24.0	231.72	6.50	41.25	279.47	82.9	2.3	14.8
Henderson	4,794	190	25.2	200.04	6.94	41.52	248.50	80.5	2.8	16.7
Wake	20,617	876	23.5	217.73	8.80	51.62	278.15	78.3	3.2	18.5
Raleigh	18,159	792	22.9	195.55	6.69	68.32	270.56	72.3	2.5	25.2
Warren	5,335	226	23.6	223.09	7.91	26.56	257.56	86.6	3.1	10.3
Washington	3,706	148	25.0	217.55	10.38	27.22	255.15	85.3	4.1	10.6
Watauga	3,692	158	23.4	244.26	10.12	30.67	285.05	85.7	3.6	10.7
Wayne	11,440	487	23.5	212.52	44.97	4.04	261.53	81.3	17.2	1.5
Fremont	528	23	23.0	214.59	8.02	39.29	261.90	81.9	3.1	15.0
Goldsboro	7,916	308	25.7	209.94	18.68	47.05	275.67	76.2	6.8	17.0
Wilkes	8,838	344	25.7	214.45	10.58	15.53	240.56	89.1	4.4	6.5
N. Wilkesboro	1,940	77	25.2	204.82	6.68	34.03	245.53	83.4	2.7	13.9
Wilson	5,032	202	24.9	270.47	15.33	19.20	305.00	88.7	5.0	6.3
Elm City	1,558	67	23.3	214.31	5.94	36.86	257.11	83.4	2.3	14.3
Wilson	7,451	295	25.3	212.36	7.96	59.78	280.10	75.8	2.8	21.4
Yadkin	5,234	220	23.8	229.23	10.38	23.55	263.16	87.1	3.9	9.0
Yancey	3,420	132	25.9	231.28	7.24	12.20	250.72	92.2	2.9	4.9
State	1,082,790	45,604	23.7	217.62	11.74	48.26	277.62	78.4	4.2	17.4
Counties	772,187	32,299	23.9	221.26	12.33	40.14	273.73	80.8	4.5	14.7
Cities	310,603	13,305	23.3	209.46	10.40	66.46	286.32	73.2	3.6	23.2

* Includes superintendents, asst. superintendents, supervisors, principals, teachers, librarians, counselors, and all other professional staff (1963-64).

** Of professional staff paid from State, local and federal funds to average daily attendance (1963-64).

III

How Are the Schools Organized? What Facilities Are Available? How Many Children Are Enrolled? How Well Do Children Attend? How Many Students Graduate from High School and What Becomes of Them?

NUMBER OF SCHOOLS

The basic organizational pattern in North Carolina's public school system consists of a twelve year program, of which the first eight years make up the elementary school and the last four years the secondary or high school. In recent years, new programs and changing needs and conditions have brought about an increasing tendency for many of the State's 171 administrative units to deviate from this basic 8-4 pattern. In 1963-64, there were 2,154 separately organized schools in the State.

NUMBER OF SEPARATELY ORGANIZED SCHOOLS BY TYPE

	White	Negro	Total
Regular Four Year High Schools (9-12)	121	16	137
Senior High Schools (10-12)	42	7	49
Union Schools (Both elementary and high school levels, usually 1-12)	309	184	493
Junior-Senior High Schools (7-12)	27	19	46
Regular Junior Highs (7-9)	64	9	73
Irregular Junior Highs (1-9)	19	10	29
Incomplete Union Schools (High School Incomplete)	7	6	13
Elementary Schools (No grade above eight)	950	360	1,310
Special (orthopedic, sanitoriums, etc.)	4	—	4
Grand Total	1,543	611	2,154

Elementary Schools

In 1963-64, a total of 1,968 schools had elementary level instruction included in the overall instructional program. The accompanying table includes all schools which had any grade from grade one through grade eight as a part of its program. (In compiling data for this table, *only* the elementary portion of the school was considered in schools containing more than one level of instruction, as is the case in union schools, junior-senior high schools, junior high schools, irregular junior high schools, and incomplete union schools.)

The elimination of the very small and relatively ineffective elementary school through continuing emphasis on a planned program of consolidation is graphically illustrated in this table. In 1929-30, there were 4,050 one-, two-, and three-teacher schools

in North Carolina; by 1944-45, the number of schools in this category had decreased to 1,816; and by 1963-64, such schools had been drastically reduced, with only 74 remaining in operation. The number of schools with 15 or more teachers increased from 182 in 1934-35 to 279 in 1944-45 and to 914 (nearly 50% of the total) in 1963-64.

NUMBER OF PUBLIC SCHOOLS WITH ELEMENTARY GRADES							
WHITE							
Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	...	...	...	3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1949-50	79	156	232	324	350	324	1,465
1954-55	20	59	202	263	341	481	1,366
1959-60	5	40	199	270	320	565	1,399
1960-61	4	38	185	260	333	575	1,395
1961-62	6	42	153	246	342	595	1,384
1962-63	5	35	144	247	354	604	1,389
1963-64	4	32	143	223	368	610	1,380
NEGRO							
1929-30	1,153	916	295	...	...	...	2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1949-50	284	621	225	96	83	78	1,387
1954-55	79	248	147	103	110	164	851
1959-60	11	77	85	78	120	249	620
1960-61	12	62	75	78	122	252	601
1961-62	8	52	66	78	126	263	593
1962-63	9	39	57	64	124	302	595
1963-64	7	31	57	55	134	304	588
TOTAL							
1929-30	2,131	1,919	1,424	...	...	...	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1954-55	99	307	349	366	451	645	2,217
1959-60	16	117	284	348	440	814	2,019
1960-61	16	100	260	338	455	827	1,996
1961-62	14	94	219	324	468	858	1,977
1962-63	14	74	201	311	478	906	1,984
1963-64	11	63	200	278	502	914	1,968

High Schools

A complete high school contains grades 9, 10, 11, and 12 or grades 10, 11, and 12. Regular four year high schools (grades 9-12), senior high schools (grades 10-12), union schools (usually grades 1-12), and junior-senior high schools (grades 7-12) are all complete high schools and all award diplomas based on a prescribed program of studies. In addition, other schools contain one or more high school grades, including junior high schools, irregular junior high schools, and incomplete union schools.

In 1963-64, there were 840 schools in North Carolina with one or more grades ranging from grade 9 through grade 12, in-

cluding 725 complete high schools authorized to award diplomas signifying graduation.

The consolidation of the very small high school with its limited curriculum has followed a pattern similar to that found for the elementary school. In 1929-30, a total of 145 North Carolina high schools had either one or two teachers; by 1944-45 this figure had decreased to 89; by 1963-64, only 15 such schools were still operating. The number of high schools with 12 or more teachers increased from 63 in 1934-35 to 73 in 1944-45 and to 413 in 1963-64.

NUMBER OF PUBLIC SCHOOLS WITH HIGH SCHOOL GRADES

WHITE

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243		747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	284	60	748
1949-50	21	226	369	107	723
1954-55	19	139	360	180	698
1959-60	4	85	299	264	652
1960-61	4	82	276	276	638
1961-62	4	73	261	280	618
1962-63	7	64	245	283	599
1963-64	7	46	240	297	590

NEGRO

1929-30	44	52	23		119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1949-50	24	97	85	29	235
1954-55	13	45	120	57	235
1959-60	12	27	125	84	248
1960-61	12	23	122	93	250
1961-62	12	14	126	100	252
1962-63	9	15	120	107	251
1963-64	8	16	110	116	250

TOTAL

1929-30	145	455	266		866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1949-50	45	323	454	136	958
1954-55	32	184	480	237	933
1959-60	16	112	424	348	900
1960-61	16	105	398	369	888
1961-62	16	87	387	380	870
1962-63	16	79	365	390	850
1963-64	15	62	350	413	840

SCHOOLHOUSES AND VALUE OF PROPERTY

Number of Schoolhouses

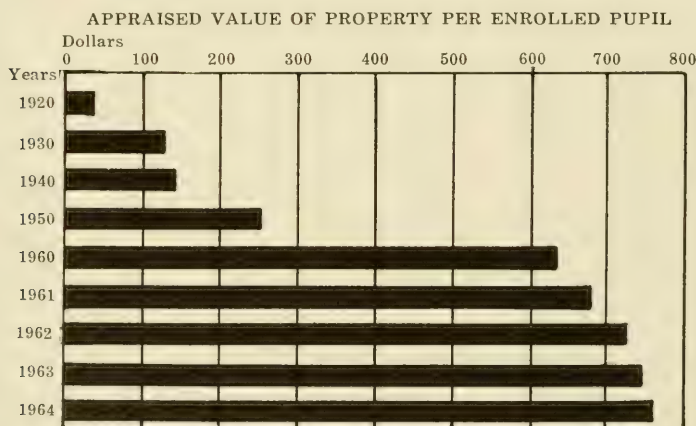
The erection of schoolhouses and the care of school property are responsibilities of local county and city boards of education.

Construction is financed by bond issues, borrowed money, gifts, tax levies, and State grants. In 1963-64, the total number of schoolhouses was 3,177.

NUMBER OF SCHOOLHOUSES			
Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1949-50	1,919	1,640	3,559
1954-55	1,989	1,201	3,190
1959-60	2,206	996	3,202
1960-61	2,197	985	3,182
1961-62	2,181	950	3,131
1962-63	2,203	951	3,154
1963-64	2,216	961	3,177

Value of Property

The value of all school property—sites and buildings, furniture and equipment including library books—increases as additional new facilities are provided. The total value of all school property in 1963-64 was \$888,256,162. This amounted to \$784.54 per pupil enrolled.



APPRAISED VALUE OF SCHOOL PROPERTY

	WHITE		NEGRO		TOTAL	
	Total	Per Pupil*	Total	Per Pupil*	Total	Per Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$ 11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,897,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1954-55	381,088,651	539.70	98,963,164	336.65	480,051,815	480.02
1959-60	551,454,307	709.54	160,000,577	487.10	711,454,884	643.46
1960-61	588,466,723	745.24	168,395,798	503.88	756,862,521	673.47
1961-62	647,905,892	809.60	181,779,608	532.62	829,685,500	726.79
1962-63	665,912,746	815.58	190,341,908	550.63	856,254,654	736.77
1963-64	688,219,586	826.24	200,036,576	565.55	888,256,162	748.54

*Enrolled.

LENGTH OF SCHOOL TERM

The minimum Constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State by act of the General Assembly of 1931 assumed responsibility for financial support of the six-month term on State standards of cost. Aid was continued up to eight months on a uniform basis in special high school districts.

In 1933 an eight-month uniform State-supported school term was established. This term was extended to nine months in 1943.

ENROLLMENT AND ATTENDANCE

In 1963-64, North Carolina public schools had 1,186,658 pupils enrolled in grades 1-12. A total of 862,291 pupils were enrolled in grades 1-8, and 324,367 pupils were enrolled in grades 9-12.

Average daily attendance for 1963-64 was 790,151 in grades 1-8 and 292,639 in grades 9-12, for an overall total of 1,082,790.

ENROLLMENT AND ATTENDANCE						
ELEMENTARY (Grades 1-8)						
Year	Enrollment (Code E1+E2)			Average Daily Attendance		
	White	Negro	Total	White	Negro	Total
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1954-55	547,476	237,529	785,005	502,811	209,906	712,717
1959-60	584,327	260,019	844,346	540,524	230,212	770,736
1960-61	592,942	264,428	857,370	548,879	237,181	786,060
1961-62	588,596	267,171	855,767	545,208	235,307	780,515
1962-63	591,069	266,110	857,179	544,487	239,195	783,682
1963-64	594,538	267,753	862,291	548,814	241,337	790,151
HIGH SCHOOLS (Grades 9-12)						
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
1954-55	158,634	56,436	215,070	142,707	48,605	191,312
1959-60	192,845	68,221	261,066	174,528	58,191	232,719
1960-61	196,687	69,772	266,459	178,750	60,133	238,883
1961-62	211,693	74,181	285,874	192,708	63,711	256,419
1962-63	225,422	79,570	304,992	205,365	69,136	274,501
1963-64	238,419	85,948	324,367	217,349	75,290	292,639
TOTAL (Grades 1-12)						
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1954-55	706,110	293,965	1,000,075	645,518	258,511	904,029
1959-60	777,172	328,240	1,105,412	715,052	288,403	1,003,455
1960-61	789,629	334,200	1,123,829	727,629	297,314	1,024,943
1961-62	800,289	341,352	1,141,641	737,916	299,018	1,036,934
1962-63	816,491	345,680	1,162,171	749,852	308,331	1,058,183
1963-64	832,957	353,701	1,186,658	766,163	316,627	1,082,790

* The eighth grade was transferred to the elementary schools in 1943-44, and the twelfth grade was added to the high schools.

The fact that children are staying in school longer is illustrated by the following table on "Enrollment and Percentage by Grades." In 1958-59, 76.4% of the total enrollment was in grades 1-8 and 23.6% was in grades 9-12; in 1963-64, enrollment in grades 9-12 had increased to 27.3% of total enrollment.

ENROLLMENT AND PERCENTAGE BY GRADES
(Code E1+E2)

Grade	White				Negro				Total			
	1958-59	1962-63	1963-64	1958-59	1962-63	1963-64	1958-59	1962-63	1958-59	1962-63	1963-64	1958-59
First	76,784	10.0	79,133	9.7	80,273	9.7	39,686	12.3	38,513	11.1	38,445	10.9
Second	73,320	9.6	75,895	9.2	76,159	9.2	36,381	11.3	35,195	10.2	35,463	10.0
Third	71,356	9.3	74,934	9.0	74,108	9.0	34,277	10.6	34,519	10.0	33,799	9.5
Fourth	72,787	9.5	73,633	9.0	74,149	8.9	33,410	10.4	33,056	9.6	33,574	9.5
Fifth	75,984	9.9	72,486	8.9	72,772	8.7	32,119	10.0	32,174	9.3	32,047	9.1
Sixth	79,222	10.4	70,459	8.6	71,886	8.6	30,136	9.4	31,646	9.2	31,022	8.9
Seventh	64,631	8.5	63,858	8.6	70,653	8.5	23,809	8.0	30,220	8.7	31,096	8.8
Eighth	59,797	7.8	70,190	8.6	67,604	8.1	23,651	7.3	28,354	8.2	28,033	8.1
Ungraded	719	0.1	4,461	0.5	5,934	0.7	312	0.6	2,433	0.7	3,214	0.9
Elementary	574,600	75.1	591,069	72.4	594,538	71.4	255,801	79.3	266,110	77.0	267,753	75.7
Ninth	58,922	7.7	72,298	8.9	70,443	8.5	22,360	6.9	27,869	8.1	28,244	8.0
Tenth	54,329	7.1	67,893	8.3	65,339	7.9	18,494	5.7	22,762	6.6	24,418	7.0
Eleventh	42,100	5.5	46,688	5.7	53,792	7.2	14,588	4.5	16,048	4.6	19,236	5.4
Twelfth	34,643	4.6	38,459	4.7	42,048	5.0	11,457	3.6	12,838	3.7	13,070	3.9
Ungraded	118	0.0	84	0.0	197	0.0	75	0.0	33	0.0	80	0.0
High School	190,112	24.9	225,422	27.6	238,419	28.6	66,944	20.7	79,570	23.0	85,948	24.3
Total	764,712	100.0	816,491	100.0	832,957	100.0	322,745	100.0	345,680	100.0	353,701	100.0
									1,087,457	100.0	1,162,171	100.0
									857,179	73.8	100,162	8.6
									116,470	10.7	117,646	10.1
									109,701	10.1	111,090	9.6
									105,633	9.7	109,473	9.4
									106,197	9.8	106,689	9.2
									108,103	9.9	104,660	9.0
									109,378	10.1	102,105	8.8
									90,440	8.3	100,078	8.6
									83,448	7.7	98,544	8.5
									1,031	0.1	6,839	0.6
									830,401	76.4	857,179	73.8
									81,282	7.5	100,162	8.6
									72,823	6.7	90,660	7.8
									56,658	5.2	62,736	5.4
									46,100	4.2	51,317	4.4
									193	0.0	117	0.0
									257,056	26.2	304,992	26.2
									1,087,457	100.0	1,162,171	100.0
									857,179	73.8	100,162	8.6
									116,470	10.7	117,646	10.1
									109,701	10.1	111,090	9.6
									105,633	9.7	109,473	9.4
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									72,823	6.7	90,660	7.8
									56,658	5.2	62,736	5.4
									46,100	4.2	51,317	4.4
									193	0.0	117	0.0
									257,056	26.2	304,992	26.2
									1,087,457	100.0	1,162,171	100.0
									857,179	73.8	100,162	8.6
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									857,179	73.8	100,162	8.6
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									106,197	9.8	106,689	9.2
									108,103	9.9	104,660	9.0
									109,378	10.1	102,105	8.8
									90,440	8.3	100,078	8.6
									83,448	7.7	98,544	8.5
									1,031	0.1	6,839	0.6

MEMBERSHIP AND ATTENDANCE

PERCENTAGE OF AVERAGE DAILY MEMBERSHIP
IN AVERAGE DAILY ATTENDANCE

Year	WHITE			NEGRO			TOTAL		
	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.0	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1954-55	94.5	94.6	94.5	91.7	92.3	91.8	93.7	94.0	93.7
1959-60	94.8	94.8	94.8	91.3	91.1	91.2	93.7	93.9	93.7
1960-61	95.2	91.9	94.2	95.3	91.4	94.3	95.2	91.8	94.2
1961-62	94.5	94.8	94.6	91.5	91.3	91.4	93.6	93.9	93.7
1962-63	94.9	95.1	94.9	91.8	91.3	91.7	93.9	94.1	94.0
1963-64	95.0	94.9	95.0	92.3	91.8	92.2	94.2	94.1	94.1

AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP
(Average term multiplied by per cent membership in attendance)

Year	White	Negro	Total
1934-35	148.3	142.6	146.5
1939-40	156.8	148.9	153.5
1944-45	167.3	160.5	165.2
1949-50	168.7	164.2	167.4
1954-55	170.1	165.2	168.7
1959-60	170.6	164.2	168.7
1960-61	171.4	165.3	169.5
1961-62	170.2	164.6	168.7
1962-63	170.8	165.1	169.2
1963-64	171.0	166.0	169.4

DROP-OUTS AND ABSENCES

In 1963-64 four per cent of the net enrollment dropped out of school and the number of absences was at an all-time low. These facts indicate an increasingly better holding power of the public schools.

DROP-OUTS* AND ABSENCES

Year	WHITE				NEGRO			
	Drop-Outs	Per Cent	Average Daily Absences	Per Cent	Drop-Outs	Per Cent	Average Daily Absences	Per Cent
1934-35	52,891	8.6	43,714	7.5	18,402	5.7	25,939	10.3
1939-40	39,640	6.4	32,634	5.5	15,849	5.3	23,615	9.3
1944-45	38,762	6.9	33,182	6.2	14,557	5.8	23,578	10.1
1949-50	30,705	4.9	38,197	6.3	13,286	4.9	22,330	8.7
1954-55	31,180	4.4	29,412	4.4	13,619	4.6	21,835	7.8
1959-60	29,597	3.8	39,185	5.2	13,807	4.2	27,835	8.8
1960-61	31,670	4.0	36,702	4.8	13,265	4.0	26,469	8.2
1961-62	32,690	4.1	42,069	5.4	13,216	3.9	28,256	8.5
1962-63	34,526	4.2	39,943	4.9	12,110	3.5	27,834	8.1
1963-64	34,919	4.2	40,434	4.9	12,936	3.7	26,910	7.6

* Enrollment (Code E1+E2) less membership (last day of school).

PROMOTIONS

Slightly more than 94 per cent of white pupils and 92.0 per cent of Negro pupils were promoted to the next higher grade at the end of the school year 1963-64.

PROMOTIONS						
Year	WHITE		NEGRO		TOTAL	
	No.	*%	No.	*%	No.	*%
1934-35	469,414	83.3	182,946	70.9	652,360	79.4
1939-40	493,608	85.1	191,615	75.1	685,223	82.0
1944-45	468,728	89.5	190,574	80.9	659,302	86.8
1949-50	557,961	93.9	224,093	87.8	782,054	92.0
1954-55	638,146	94.5	252,119	89.9	890,265	92.3
1959-60	697,575	93.3	283,502	90.1	981,077	92.4
1960-61	712,361	94.0	290,577	90.5	1,002,938	93.0
1961-62	733,911	95.6	293,520	89.5	1,027,431	93.8
1962-63	738,051	94.4	303,920	91.1	1,041,971	93.4
1963-64	753,505	94.4	313,420	92.0	1,066,925	93.7

* Of membership (last day).

HIGH SCHOOL GRADUATES

A record number of seniors (53,008) graduated from high school in 1963-64. In the most recent follow-up survey of high school graduates (1964), 53.9 per cent of the whites and 34.0 per cent of the Negroes continued their education beyond the high school level, either in college or in some type of trade or business school or technical institute.

HIGH SCHOOL GRADUATES						
Year	WHITE		NEGRO		TOTAL	
	No.	*%	No.	*%	No.	*%
1934-35†	19,011	92.2	3,053	90.1	22,064	91.9
1939-40†	26,690	97.4	4,839	89.3	31,529	92.5
1944-45**	21,981	97.8	4,948	94.1	26,929	95.7
1949-50	24,226	97.7	6,259	96.2	30,485	98.2
1954-55	28,065	98.0	8,536	96.4	36,601	97.7
1959-60	34,385	97.5	10,886	96.8	45,271	97.3
1960-61	38,676	98.2	11,511	97.0	50,187	97.9
1961-62	36,753	97.2	11,315	96.0	48,068	96.9
1962-63	36,524	99.1	11,957	98.6	48,480	99.0
1963-64	40,127	99.3	12,964	98.0	53,091	99.0

* Of membership (last day).
 ** Percent from 12th grade only this and following years.
 † Completion of eleventh grade.

WHAT BECOMES OF HIGH SCHOOL GRADUATES
Percentage Succeeding Year

Year Graduated	In Sr. Colleges	In Jr. Colleges	Total In Colleges	In Trade, Bus., Nursing Schools	Total in Schools Colleges	Military Service	Work etc.
WHITE GRADUATES							
1954	27.1	5.5	32.6	8.3	40.9	7.1	52.0
1955	26.2	6.1	32.3	6.5	38.8	6.6	54.6
1956	27.0	6.9	33.9	6.4	40.3	6.8	52.9
1957	25.9	7.2	33.1	9.1	42.2	6.2	51.6
1958	27.5	7.9	35.4	9.3	44.7	5.6	49.7
1959	27.7	7.6	35.3	9.3	44.6	5.1	50.3
1960	29.4	7.7	37.1	9.7	46.8	5.0	48.2
1961	31.4	7.8	39.2	10.2	49.4	4.9	45.7
1962	31.4	7.8	39.2	12.1	51.3	4.8	43.9
1963	32.2	6.9	39.1	12.5	51.6	4.6	43.8
1964	32.7	7.5	40.2	13.6	53.8	3.8	42.4
NEGRO GRADUATES							
1954	23.9	0.8	24.7	8.2	32.9	8.0	59.1
1955	25.9	2.1	28.0	5.1	33.1	8.3	58.6
1956	24.8	1.7	26.5	4.2	30.7	7.9	61.4
1957	25.3	1.7	27.0	6.1	33.1	5.5	61.4
1958	26.6	1.7	28.3	6.4	34.7	4.4	60.9
1959	26.7	1.5	28.2	5.1	33.3	3.5	63.2
1960	27.2	1.5	28.7	4.8	33.5	4.2	62.3
1961	27.4	1.5	28.9	5.5	34.4	4.6	61.0
1962	27.7	1.3	29.0	6.7	35.7	5.0	59.3
1963	26.3	0.8	27.1	6.3	33.4	5.3	61.3
1964	26.0	0.8	26.8	7.2	34.0	4.7	61.3

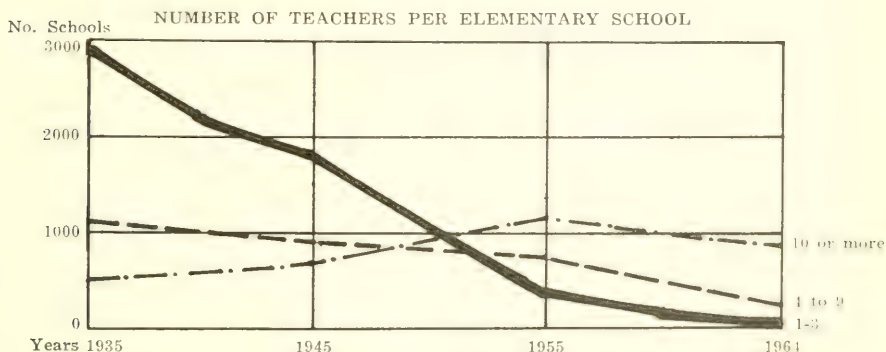
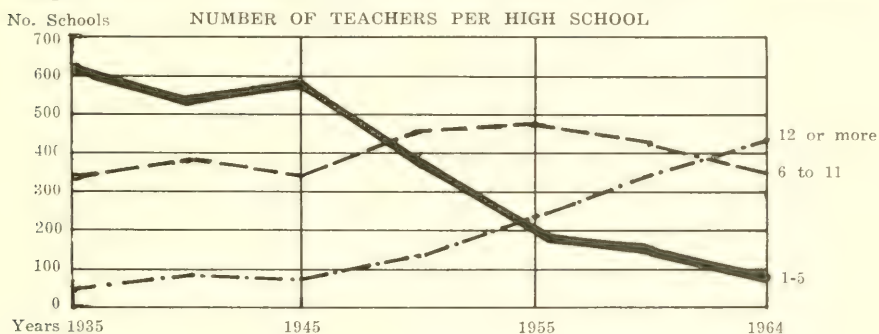
IV

How Many Teachers, Principals and Supervisors Are Employed? What is the Extent of Their Education? What Are the Teacher Needs? What Salaries Are Paid? What Is the Ratio of the Number of Teachers to Number of Pupils in Average Daily Attendance?

NUMBER

To care for increased enrollment and to staff new special programs in the public schools, it has been necessary to increase the number of elementary and high school teachers, principals, and supervisors. A total of 43,453 teachers were employed in 1963-64—31,198 white and 12,255 Negro. Of this number, 4,307 were paid from local and vocational funds.

There were 1,148 elementary school principals and 753 high school principals in 1963-64, and 284 white and 62 Negro supervisors of instruction were employed that year.



NUMBER OF TEACHERS							
Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	13,351	5,351	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1954-55	17,150	6,772	6,380	2,011	23,530	8,783	32,313
1959-60	18,978	7,787	7,915	2,532	26,893	10,319	37,212
1960-61	19,342	7,965	8,038	2,590	27,380	10,555	37,935
1961-62	20,133	8,358	8,732	2,791	28,865	11,149	40,014
1962-63	20,377	8,507	9,451	3,052	29,828	11,569	41,397
1963-64	20,910	8,854	10,288	3,401	31,198	12,255	43,453

NUMBER OF PRINCIPALS AND SUPERVISORS							
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1949-50*	563	173	695	212	1,258	385	1,643
1954-55	736	271	668	218	1,404	489	1,893
1959-60	947	306	624	224	1,571	530	2,101
1960-61	971	315	614	225	1,585	540	2,125
1961-62	1,041	329	612	225	1,653	554	2,207
1962-63	1,114	333	551	226	1,665	559	2,224
1963-64	1,142	352	525	228	1,667	580	2,247

* Supervisors included beginning with this year.

TEACHER EDUCATION

In educational qualifications, instructional personnel in North Carolina's public schools rank high in comparison with those in other states. Of the total 1963-64 instructional staff of 45,700 persons, 44,043 (96.4 percent) held certificates based on college graduation and above. Only 1,657 of the personnel employed held certificates based on less than college graduation.

CERTIFICATE STATUS, INSTRUCTIONAL PERSONNEL, 1963-64								
	Non-Standard	Elem. B	Elem. A	Class C	Class B	Class A	Graduate	TOTAL
WHITE AND INDIAN	18	8	32	107	1,365	25,820	5,515	32,865
Teachers	18	8	32	107	1,365	25,548	4,122	31,200
Principals	—	—	—	—	—	212	1,171	1,383
Supervisors	—	—	—	—	—	60	222	282
NEGRO	2	—	—	4	121	9,211	3,497	12,835
Teachers	2	—	—	4	121	9,083	3,045	12,255
Principals	—	—	—	—	—	72	446	518
Supervisors	—	—	—	—	—	56	6	62
TOTAL	20	8	32	111	1,486	35,031	9,012	45,700
Teachers	20	8	32	111	1,486	34,631	7,167	43,455
Principals	—	—	—	—	—	284	1,617	1,901
Supervisors	—	—	—	—	—	116	228	344

THE PROSPECTIVE TEACHERS SCHOLARSHIP LOAN FUND

The Prospective Teachers Scholarship Loan Fund, initially established by the 1957 General Assembly to provide 300 annual scholarship loans of not more than \$350 each, was expanded by the 1961 General Assembly to make available 450 scholarship loans of not more than \$350 each. Appropriations were also provided in the 1957 Act for 200 summer school awards of not more than \$75 each for teachers currently holding substandard certificates. The Scholarship Loan Fund is now in its eighth year of operation.

Student interest in this program has grown to the extent that approximately 5,000 application forms were requested throughout the State for the 1964-65 school year; and 2,071 completed applications were received before the March 1, 1964, deadline. The Awards Committee selected recipients from 95 North Carolina counties.

At present, students receiving financial aid from this Fund are enrolled in 56 colleges and universities in North Carolina. A total of 323 individuals who participated in this program have completely repaid their financial obligations by teaching in the State. Most of them are still teaching in North Carolina; 752 participants in the program are currently teaching and simultaneously repaying their financial obligations.

The program has experienced wide acceptance since its initiation, and has afforded opportunities to many worthy prospective teachers. The program has also contributed significantly in solving the demand for competent teachers throughout the State.

The following table shows the status of the Prospective Teachers Scholarship Loan recipients:

TEACHERS SCHOLARSHIP LOAN SUMMARY							
Year	New Awards Made	Enrolled in College Summer 1964-Regular term 1964-65	Graduated and Teaching	Cancelled and Graduated but not Teaching	Granted Extension to Repay and Students Temporarily Interrupted	Total Accounts Repaid by Teaching and Cash	Deceased
1957	301	0	89	50	5	157	—
1958	370	0	154	53	11	150	2
1959	338	0	170	49	24	94	1
1960	405	14	213	61	41	76	—
1961	564	310	83	47	46	78	—
1962	604	437	29	39	46	53	—
1963	710	634	14	22	33	7	—
1964	744	744	0	0	0	0	—
Total	4,036	2,139	752	321	206	615	3

The number of awards above the appropriations have been made possible because of accumulated funds from cash repayment, summer term awards not used, and cancellations.

IN-SERVICE EDUCATION

The 1961 and 1963 Sessions of the General Assembly appropriated \$150,000 annually to provide for upgrading and updating the subject-matter knowledge of classroom teachers through a program for the professional improvement of teachers. The State Board of Education adopted regulations and procedures in 1961 providing for the organization of in-service education programs by administrative units through a Special In-Service Teacher Education Program. These regulations have been amended at various times to provide additional in-service opportunities through summer institutes, televised courses, correspondence courses, and evening college courses.

During 1961-63 there were 14,453 teachers representing 161 administrative units participating in one or more phases of the program. A majority of these teachers, 13,987, were enrolled in 429 local in-service classes. During 1963-64 there were 7,291 teachers representing 136 administrative units participating in one or more phases of the program. A majority of these teachers, 7,076, were enrolled in 213 local in-service programs. Instructors for the program were provided by 26 colleges. Mathematics replaced social studies as the leader in number of classes offered

and number of teachers enrolled, followed by English and science. Classes were also conducted in library science, art, music, and foreign languages. Comments from school officials and teachers indicate that the program is being received with enthusiasm and is contributing to the improvement of instruction.

Additional in-service opportunities are being made available during 1964-65 as a result of a transfer of funds secured by the State Board of Education. This will make it possible for approximately 8,000 elementary teachers to participate in a televised in-service course in mathematics.

SUPPLY AND DEMAND

During 1962-63 the colleges and universities in North Carolina produced a total of 4,391 new teachers, including 1,616 elementary and 2,775 secondary school teachers. More than half of these new teachers (2,265 or 51.6 percent) began their teaching careers in the North Carolina public school system in 1963-64.

The total demand for new teachers in 1963-64 was 4,447, including 2,650 elementary and 1,797 secondary school teachers. This demand was based on increased enrollment and replacement as a result of homemaking, retirement, illness, formal study, death, and other employment.

A recent comprehensive study of the source of degrees held by North Carolina teachers showed that over half of all teachers had received the bachelor's degree from North Carolina State-supported institutions (50.7 percent), approximately one-third had received the bachelor's degree from privately-supported institutions in North Carolina (33.8 percent), and approximately one-sixth had received the bachelor's degree from an out-of-State institution (15.4 percent).

SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis, twenty teaching days to the month, in accordance with the State salary schedule. All teachers, except teachers of vocational agriculture and home economics, are paid for a nine-months term. Vocational teachers are paid for ten, eleven, or twelve months each year. Supervisors and principals are paid on a ten month basis.

Approximately 45 per cent of the total instructional personnel are paid higher salaries than the State schedule. A number of units employed 2,179 additional instructional personnel who were paid entirely from local funds.

The average annual salary paid all teachers in 1963-64 was approximately \$5,029.

AVERAGE ANNUAL SALARIES, ALL FUNDS

A. Teachers

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.33
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1954-55	3,185.97	3,320.00	3,212.24	3,186.72	3,196.64	3,293.50	3,219.89
1959-60*	3,948.45	4,094.34	3,889.40	3,918.98	3,932.81	4,056.01	3,967.12
1960-61	4,115.88	4,267.95	4,099.85	4,125.50	4,111.64	4,236.92	4,146.61
1961-62	4,850.93	5,014.97	4,788.50	4,880.86	4,834.39	4,985.56	4,876.33
1962-63	4,873.76	5,034.50	4,810.94	4,899.87	4,857.05	5,004.97	4,898.19
1963-64†	5,003.39	5,168.44	4,939.87	5,030.23	4,986.24	5,138.13	5,029.49

B. Principals and Supervisors

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1934-35	1,125.08	889.48	1,233.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1949-50*	3,857.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15	4,090.84
1954-55	4,837.24	4,792.56	5,414.25	5,449.82	5,111.77	5,085.57	5,105.00
1959-60**	6,043.05	6,073.67	6,457.96	6,594.63	6,239.04	6,321.43	6,260.70
1960-61	6,251.15	6,219.25	6,903.14	7,001.68	6,500.42	6,545.27	6,511.88
1961-62	7,473.86	7,718.37	8,215.69	8,472.25	7,789.91	8,061.74	7,862.38
1962-63	7,213.32	7,519.98	8,048.94	8,288.72	7,547.44	7,867.45	7,632.64
1963-64†	7,604.00	7,802.30	8,743.76	8,950.85	7,971.59	8,309.65	8,110.56

C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	\$1,338.45	\$ 848.46	\$1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1949-50	3,586.21	3,406.90	3,549.74
1954-55	4,373.17	4,289.06	4,353.29
1959-60	5,839.73	5,438.34	5,741.56
1960-61	6,031.68	5,633.43	5,955.65
1961-62‡	6,635.17	6,279.90	6,566.87
1962-63	6,794.02	6,484.90	6,720.10
1963-64†	6,561.73	6,269.67	6,490.34

* Supervisors beginning in 1949-50.

** Includes contingency salary payment earned in 1959-60, but not paid until August, 1960.

† Estimated. ‡ Travel not included this year and after.

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

A. Teachers

		WHITE		NEGRO	
		No.	Average	No.	Average
Elementary:	1939-40	12,082	\$ 916.42	5,864	\$ 671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1949-50	14,043	2,458.06	6,069	2,559.71
	1954-55	16,494	3,090.92	6,689	3,210.83
	1959-60	17,988	3,821.55	7,564	3,942.16
	1960-61	18,249	3,964.29	7,706	4,097.66
	1961-62	19,132	4,793.62	8,108	4,954.32
	1962-63	19,155	4,635.70	8,296	4,787.92
	1963-64	19,935	4,719.60	8,530	4,939.52
High School:	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1949-50	4,035	2,460.19	1,171	2,459.24
	1954-55	4,902	3,074.77	1,616	3,068.99
	1959-60	6,145	3,766.46	2,052	3,811.67
	1960-61	6,196	3,942.88	2,093	3,990.24
	1961-62	6,771	4,751.28	2,275	4,813.10
	1962-63	7,283	4,583.50	2,430	4,666.82
	1963-64	7,889	4,842.08	2,829	4,741.50
Total:	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1949-50	18,078	2,458.65	7,240	2,543.46
	1954-55	21,396	3,087.22	8,305	3,183.23
	1959-60	24,133	3,807.52	9,616	3,914.32
	1960-61	24,445	3,958.83	9,799	4,074.71
	1961-62	25,903	4,782.55	10,383	4,923.38
	1962-63	26,438	4,624.61	10,726	4,763.00
	1963-64	27,824	4,756.82	11,359	4,891.44

B. Principals

Elementary:	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1949-50	404	3,759.36	100	3,914.91
	1954-55	534	4,677.58	184	4,776.32
	1959-60	697	5,530.86	247	5,642.74
	1960-61	738	5,794.24	254	5,938.87
	1962-63	825	6,817.57	275	6,961.34
	1963-64	858	7,206.67	290	7,298.54
High School:	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1949-50	682	4,368.35	213	4,156.14
	1954-55	652	5,304.98	216	5,368.58
	1959-60	624	6,181.88	224	6,390.65
	1960-61	602	6,537.31	225	6,726.12
	1961-62	579	7,869.90	226	8,055.09
	1962-63	550	7,637.20	227	7,803.46
	1963-64	527	8,265.59	226	8,585.36
Total:	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1949-50	1,086	4,079.00	313	4,079.07
	1954-55	1,186	5,022.49	400	5,096.14
	1959-60	1,321	5,838.38	471	5,998.44
	1960-61	1,340	6,128.07	479	6,306.02
	1961-62	1,359	7,402.39	495	7,589.48
	1962-63	1,375	7,145.42	502	7,344.86
	1963-64	1,385	7,609.59	516	7,862.15

C. Supervisors

1949-50	152	3,052.55	72	3,043.60
1954-55	180	3,993.73	85	4,061.99
1959-60	187	5,839.82	50	4,988.74
1960-61	188	5,039.98	50	5,054.41
1961-62	217	6,563.79	50	6,807.69
1962-63	227	6,408.26	50	6,547.63
1963-64	231	6,562.52	54	6,669.49

ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day.

Allotments of teaching positions filled by teachers paid from State funds are made on a current pupil attendance basis calculated on a formula that anticipates the growth or decline of an administrative unit. State teaching positions are allotted for the elementary schools on the basis of one for 25 pupils, two for 45, three for 70, four for 105, five for 138, six for 171, and one for each 30 thereafter. State teaching positions for the high schools are allotted on the basis of one for 25 pupils, two for 40, three for 60, four for 80, and one for each 30 thereafter.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED						
(Not including classified principals)						
Year	ELEMENTARY		HIGH SCHOOL		TOTAL	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1954-55	29.3	31.0	22.4	24.2	27.4	29.4
1959-60	28.4	29.7	22.0	23.1	26.5	28.1
1960-61	28.4	29.8	22.2	23.2	26.6	28.2
1961-62	27.1	28.2	22.1	22.8	25.6	26.8
1962-63	26.7	28.1	21.7	22.7	25.1	26.7
1963-64	26.2	27.3	21.1	22.1	24.6	25.9

TEACHER MERIT PAY STUDY

The 1961 General Assembly enacted legislation authorizing the State Board of Education to conduct an experimental program in merit pay for teachers under the general supervision of the State Superintendent of Public Instruction. The 1963 General Assembly authorized the continuation of this program for an additional two years.

During the first two years, the Gastonia City, Rowan County, and Martin County school systems were selected as pilot centers for this experimental merit pay plan. The first year of the study in all three units was devoted to devising evaluative procedures and criteria for planning for the implementation of the program.

During the school year 1962-63, the three units conducted a program designed to provide merit increments for those teachers

judged to be qualified to receive them. Teachers who qualified for the merit increment received \$500 at the end of the school year. During the school year 1963-64, the merit pay plan was in operation in the Gastonia City and Rowan County school systems. The Board of Education of Martin County decided to withdraw from the program at the beginning of this school year. Merit increments of \$500 were again awarded to those teachers who were judged to be qualified to receive them.

A progress report of the first two years of the Merit Pay Study was submitted to the 1963 General Assembly. A final report and recommendations are being prepared by the Teacher Merit Pay Study staff and by the cooperating school units. This report and these recommendations will be submitted to the 1965 General Assembly.

V

What Educational Programs are Available?

This section of the Report shows the various instructional programs and educational services available in the State. These programs and services are not mutually exclusive of each other or administered as separate entities. The services implement, supplement, enrich, and broaden the basic program and are administered within the framework of the total program. It will be observed that for this biennium more educational programs and services are available to a greater number of school children than at any time in the history of the State. This is the result of State and local effort to widen educational opportunity so that more children have advantage of a greater variety of offerings.

THE BASIC PROGRAM

The basic or fundamental instructional program provided by the public schools includes curricula which begin with the first grade and continue through the twelfth grade. With few exceptions, as explained in Section III, this basic program is divided into two parts: (1) Grades 1-8, termed the elementary school, and (2) Grades 9-12, termed the high school.

Accreditation

Evaluation and accreditation by the State Department of Public Instruction and by the Southern Association of Colleges and Schools is a most important element in the improvement of all levels of education in North Carolina. Both elementary and secondary schools are evaluated and accredited by each of these agencies. North Carolina is one of the very few states in the union which now accredits elementary schools, and the Southern Association is the only regional accrediting agency which accredits elementary schools.

Secondary schools in the State have been accredited since the school year 1919-20. As of the school year 1963-64, 705 high schools in North Carolina have achieved State accreditation. This figure represents 97 per cent of all the high schools now in operation. Forty-seven regular junior high schools (grades 7-8-9 and 8-9) are also accredited by the State Department of Public Instruction, and this figure represents a majority of those schools. Accredited elementary schools now total 1,239, or 68.2 per cent of all such schools in the State.

Southern Association evaluation and accreditation is continuing to increase in extent year by year. In 1961-62 there were 176 secondary schools accredited by the Association, and in 1963-64 there were 227 schools which had achieved this status, or an increase of 51 schools during this biennium. In addition, at the present time there are 80 secondary schools which have expressed an interest in accreditation by the Southern Association and are conducting self-studies preparatory to requesting recognition and membership in the Association. In 1963-64, 234 elementary schools were accredited by the Southern Association. In addition, 44 administrative units are cooperating in the elementary program of the Association as a preliminary step to accreditation by that organization.

Evaluation and accreditation by both the State Department of Public Instruction and the Southern Association require that each school conduct a comprehensive self-study of its entire program. This self-study is an important step in promoting overall improvement in the schools which elect to follow this procedure. Although evaluation and accreditation give recognition to the school, the most important element in this process is the improvement which it promotes in each school.



Elementary Curriculum

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in language arts (reading, oral language, spelling, writing, and listening), arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas, children are given opportunities to gain competence in the basic skills; to develop properly in the important areas of intellectual, physical, and emotional maturity; and to develop habits of problem solving, good citizenship, critical thinking, and creative expression.

The main features of the elementary school curriculum are summarized in the following statements:

- The language arts skills used in everyday communication—reading, writing, spelling, listening, speaking—are the skills or tools required for learning in all areas of study.
- Through the social studies, pupils are introduced to the nature of the social, political, and economic world. In history, government, geography, and the other social science courses, pupils are helped to understand their own cultural heritage and the important ideas, events, discoveries, and inventions that have been significant forces in the development of world culture.
- Through the study of arithmetic, pupils learn basic mathematical skills, develop an understanding of mathematical processes, gain an appreciation of the contribution of mathematics to our changing world, and apply mathematics to the needs and demands of present-day living.
- Through the study of science, pupils are introduced to some of the basic scientific principles and concepts. Emphasis is placed upon observation of the more familiar natural phenomena and upon drawing conclusions from simple laboratory experiences and investigations.
- Art and music develop aesthetic appreciation and enable children to express themselves creatively and to communicate ideas.
- Health and physical education emphasize the development of sound personal, physical, and mental health. Stress is placed also upon understanding and improving community health, safety, and recreation.



In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity in each school of planning a total program which promotes maximum pupil growth and development.

Curriculum content is provided through basal textbooks used in conjunction with library books, supplementary books, maps, charts, globes, films, filmstrips, art and construction supplies, materials for teaching music, and other aids.

High School Curriculum

The high school curriculum is designed to continue the basic skills program of the elementary school and, in addition, to provide programs that will take care of special needs. A study of the North Carolina public schools reveals that many of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. The curriculum for most small schools is limited to the five required subjects: English, mathematics, social studies, science, and health and physical educa-

tion. In addition, much of the teaching in small high schools is done by teachers teaching out of their field of major preparation.

Graduation from high school is based on four years of work beyond elementary school including completion of a minimum of 16 units as follows:

English	4 units
Mathematics	1 unit
Social Studies	2 units
Science	2 units
Health and Physical Education	1 unit
Electives	6 units

Many schools require 17, 18, or more units for graduation.

Of those students entering the ninth grade in 1960-61, 63 per cent were graduated four years later.

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1963-64

Subject	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	Total Students
ENGLISH:						
English I	547	72,384	244	28,668	791	101,052
English II	506	65,565	232	24,876	738	90,441
English III	506	57,672	232	22,194	738	79,866
English IV	499	42,287	226	14,090	725	56,377
English V	22	919	5	125	27	1,044
Dramatics	73	2,247	37	1,058	110	3,305
Journalism	123	3,244	25	562	148	3,806
Speech	96	3,173	30	834	126	4,007
Remedial English	55	2,476	16	1,238	71	3,714
Creative Writing	29	794	4	82	33	876
Mythology	1	62	...	...	1	62
Miscellaneous English	34	1,373	4	91	38	1,464
MATHEMATICS:						
General Math I	544	39,714	230	20,342	774	60,056
General Math II	84	4,939	34	2,637	118	7,576
Algebra I	544	50,343	244	19,831	788	70,174
Algebra II	455	30,721	180	7,576	635	38,297
Advanced Algebra	268	8,513	31	680	299	9,193
Plane Geometry	378	23,265	198	7,658	576	30,923
Solid Geometry	165	4,611	20	407	185	5,018
Unified Geometry	111	6,396	11	490	122	6,886
Trigonometry	231	6,054	70	1,268	301	7,322
Miscellaneous Math	24	930	15	857	39	1,787
SCIENCE:						
General Science	500	47,664	206	20,926	706	68,590
Physical Science	134	12,385	55	4,274	189	16,659
Senior Science	12	702	2	88	14	790
Earth Science	16	1,172	5	217	21	1,389
Biology	506	66,033	232	24,932	738	90,965
Advanced Biology	50	1,587	9	256	59	1,843
Physics	360	7,801	157	3,588	517	11,389
Chemistry	406	23,218	200	9,737	606	32,955
Advanced Chemistry	9	192	2	32	11	224
Miscellaneous Science	17	1,027	2	95	19	1,122
SOCIAL STUDIES:						
Citizenship (Civics)	428	33,974	190	14,100	618	48,074
World History	478	46,894	214	19,277	692	66,171
United States History	493	61,014	219	18,636	712	79,650
Economics	338	14,852	177	7,564	515	22,416
Sociology	286	13,207	179	7,658	465	20,865
Problems of						
American Democracy	68	2,413	20	1,175	88	3,588
Geography	329	16,260	86	3,633	415	19,893
Government	93	4,636	18	1,191	111	5,827
Miscellaneous History	23	1,038	10	539	33	1,577
HOME ECONOMICS:						
Home Economics I	536	25,762	228	12,544	764	38,306
Home Economics II	471	15,538	213	8,430	684	23,968
Home Economics III	363	6,158	157	3,479	520	9,637
Home Economics IV	63	985	50	745	113	1,730
Family Life and Family Relationship	85	3,475	20	942	105	4,417
Foods	3	29	...	...	3	29
INDUSTRIAL COOPERATIVE TRAINING:						
Industrial Cooperative Training I	54	1,050	10	134	64	1,184
Industrial Cooperative Training II	37	477	6	78	43	555
Industrial Cooperative Training III	1	24	...	...	1	24
Other I C T	3	66	...	...	3	66
DISTRIBUTIVE EDUCATION:						
Distributive Education I	83	2,339	7	217	90	2,556
Distributive Education II	67	1,092	5	87	72	1,179
Distributive Education III	2	60	...	...	2	60

NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1963-64						
Subject	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	Total Students
TRADES AND INDUSTRIES:	144	4,238	95	2,929	239	7,169
MUSIC:						
General Music	28	880	45	2,844	73	3,724
Chorus, Choir, ...						
Glee Club	266	17,493	153	8,819	419	26,312
Band	202	10,509	115	6,352	317	16,861
Instrumental Music, ...						
Orchestra	31	679	17	451	48	1,130
Other Music	79	5,346	20	1,820	99	7,166
ART:	173	7,723	66	3,043	239	10,766
INDUSTRIAL ARTS: ...	330	17,493	113	8,678	443	26,171
EDUCATION:	546	67,659	240	31,296	786	98,955
PHYSICAL EDUCATION: ..	218	26,859	82	9,077	300	35,936
BIBLE:	52	2,596	6	109	58	2,765
PSYCHOLOGY:	37	2,961	5	321	42	3,282
FOREIGN LANGUAGES:						
French I	460	23,066	230	11,566	690	34,632
French II	401	13,672	208	5,813	609	19,485
French III	81	1,954	24	557	105	2,511
French IV	18	386	6	98	24	484
Other French	2	74	2	57	4	131
Spanish I	173	12,037	32	1,830	205	13,867
Spanish II	128	6,140	20	1,002	148	7,142
Spanish III	38	866	4	56	42	922
Spanish IV	4	70	2	31	6	101
German I	8	411	1	48	9	459
German II	5	239	1	8	6	247
German III	3	55	1	17	4	72
Russian I	1	13	...	...	1	13
Latin I	188	8,982	9	413	197	9,395
Latin II	149	6,752	8	287	157	7,039
Latin III	19	498	...	...	19	498
Latin IV	7	161	...	...	7	161
BUSINESS EDUCATION:						
Basic Business	224	11,769	118	4,847	342	16,616
Typewriting I	554	47,680	214	10,760	768	58,440
Typewriting II	432	13,781	156	4,148	588	17,929
Shorthand I	371	12,224	103	2,429	474	14,653
Shorthand II	140	2,275	14	203	154	2,478
Bookkeeping I	418	16,174	87	2,432	505	18,606
Bookkeeping II	21	306	8	161	29	467
Business Arithmetic	224	13,075	47	2,137	271	15,212
Business English	59	1,956	13	383	72	2,339
Business Law	27	1,320	7	181	34	1,501
Office Practice and						
Management	176	4,366	33	599	209	4,965
Business Economics	7	324	2	68	9	392
Miscellaneous Business ..	17	494	8	147	25	641
AGRICULTURE:						
Agriculture I	381	11,785	147	5,573	528	17,358
Agriculture II	371	8,379	146	4,151	517	12,530
Agriculture III	362	5,844	128	2,254	490	8,098
Agriculture IV	326	3,904	96	1,461	422	5,365
Miscellaneous Agriculture ..	11	141	...	...	11	141

SCHOOL HEALTH

The importance of basic knowledge, proper attitudes, and sound practices relating to health in our daily living imposes the necessity of an adequate school health program. Health instruction in North Carolina's public schools is geared to pupils' present health needs and preparation for meeting additional needs in the future. Health services are provided to correct or to remedy chronic physical defects and to promote maintenance of good health. In both areas, consideration is given to the interactions of physical, social, and emotional well-being with intellectual achievement and successful living.

Health Instruction

Elementary: Health is taught in grades 1-8. Supplementary textbooks and other resource materials are used in grades 1-3. The suggested allocation of time for health and science is 15 per cent. In the primary grades emphasis is placed on the acquisition of desirable habits and practices.

High School: A one unit course is required in the ninth grade in health and physical education. Health instruction may be offered daily for one semester or two days per week during the entire year. Stress is placed on acquiring workable knowledge in such areas as the human body, disease, first aid, nutrition, civil defense, growth characteristics of the adolescent, medical and dental care.

School Health Services

The responsibility for this phase of the program is shared by the school and public health personnel. Medical examinations for all beginners and periodic examinations thereafter are of prime importance. There is determined effort to discover and correct remediable defects. Through a required program of teacher screening and observation the defects are recognized. The public health nurses then work with referrals and assist in follow-up activities.

The following services were made possible for school children during the past four years through State appropriations to the State Board of Education:

SCHOOL HEALTH SERVICES

<i>Service</i>	<i>1960-61</i>	<i>1961-62</i>	<i>1962-63</i>	<i>1963-64</i>
Tonsils	2,654	1,980	2,188	1,976
Teeth	19,860	17,358	18,224	17,435
Ears	194	310	191	171
Hernia	125	102	91	117
Orthopedic	7	12	7	6
Intestinal Parasites	442	764	703	780
Eyes				
Examinations	1,224	1,775	2,642	2,321
Glasses	3,452	4,153	4,145	3,827
Surgery	13	13	47	96
Other	3,840	2,086	2,774	2,502
Physical Examinations ..	112	2,968	6,217	277
Pre-School Clinics	11	1	46	10

PHYSICAL EDUCATION

Aims and Objectives

The physical education program in the public schools is essential to the total development of all children and youth. Through the use of activities, learning experiences are provided that make significant contributions to the physical, mental, social and emotional development of boys and girls.



The educational objectives of the program are:

- To develop and maintain physical efficiency.
- To establish desirable health habits and attitudes.
- To contribute to the social and emotional development of children and youth.
- To develop permanent interest in recreational activities.

The Program

The program includes a variety of activities, rhythms, lead-up games and team sports, calisthenics, stunts, tumbling and self-testing activities, individual and dual activities, games of low organization, and fitness activities.

Fitness

Emphasis has recently been placed on physical fitness as a phase of the required program. The "North Carolina Fitness Test" is being widely used to determine present fitness conditions, and also to serve as a stimulus for correction and advancement.

The physical education program has been given an added impetus by providing activities that stimulate a desire to attain as nearly as possible, *in all youth*, a fitness perfection.

SCHOOL ATHLETICS AND ACTIVITIES

Recognizing the significance of school activities and athletics when legitimate attention is focused upon them, the State Board of Education in July 1962 made provisions for a new staff service in the Department of Public Instruction, known as "School Athletics and Activities." This official action was paralleled by the issuance of a policy statement concerning the protection of school time for a quality curriculum, with emphasis on the proper balance between subjects and activities. Student activities, of whatever nature, according to the policy statement, should enforce and extend the educational experiences provided through the curriculum.



Student Activities

Efforts are being made through the new staff service to assist schools in coordinating and supervising student activities, both extracurricular and subject-related, in order to bring additional strength and quality to the overall educational program throughout the State.

During the past biennium, a student activities handbook, in which objectives and sound practices are stressed, has been developed as a guide for teachers, administrators, and school board members as cooperative efforts are made to initiate and vitalize out-of-class activities.

Interscholastic Athletics

Sports programs in North Carolina's public schools are becoming more and more diversified. This trend to provide for the interests of more students is a wholesome development and should be accelerated and broadened.

Over half of the high schools currently offer three or more interscholastic sports, and 30 of the largest high schools have teams in seven or more different sports. Basketball continues to be played by more schools (elementary, junior high and senior high) than any other sport. Track and field, which has

become a fourth major interscholastic sport, was offered by 306 schools in 1963-64, an increase of 65 over the previous school year.

The number of wrestling, golf, and tennis teams in 1963-64 increased slightly over the total for 1961-62.

Athletic programs in elementary and junior high schools are rapidly expanding. The majority of junior high schools have teams in four different sports.

INTERSCHOLASTIC ATHLETIC PROGRAMS IN THE PUBLIC SCHOOLS, 1963-64

High Schools

	<i>Total</i>	<i>White</i>	<i>Negro</i>
Schools reporting	729	497	232
<i>Sports</i>	<i>Number of Schools Participating</i>		
Basketball—			
Boys	719	495	224
Girls	557	415	142
Baseball	523	448	75
Football	409	321	88
Track and Field	306	225	81
Golf	114	112	2
Tennis	56	47	9
Wrestling	52	52	—
Cross Country	12	12	—
Swimming	10	10	—
Soccer	3	3	—

Junior High Schools

	<i>Total</i>	<i>White</i>	<i>Negro</i>
Schools reporting	109	89	20
<i>Sports</i>	<i>Number of Schools Participating</i>		
Basketball—			
Boys	97	79	18
Girls	23	21	2
Baseball	82	75	7
Football	75	68	7
Track and Field	64	54	10
Golf	17	17	—
Tennis	3	3	—

Elementary Schools

	<i>Total</i>	<i>White</i>	<i>Negro</i>
Schools reporting	1,757	1,215	542

Sports *Number of Schools Participating*

Basketball—

Boys	389	336	53
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Girls	286	257	29
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Baseball	153	136	17
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Football	113	105	8
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Track	43	33	10
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Softball	43	30	13
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BUSINESS EDUCATION

The provision for supervisory services in business education in 1962 has been very beneficial to this popular area of our secondary school program.

In this day of ultra-specialization and technological advancement, educators are increasingly aware of the fact that a strong program of business education can be extremely beneficial to both the college-bound student and the potential office worker.



A revised State-level business education course of study guide offers valuable information relative to planning programs that enable students to acquire knowledge for the purpose of successfully handling individual business affairs; knowledge about business as background understanding needed by the college-bound students who may continue their study of business subject; and knowledge about business as specialized education to develop vocational competency through realistic office experiences.

The Future Business Leaders of America Club is the State youth organization for business students. Approximately 100 active State FBLA chapters, with a membership of 4,000, afford North Carolina youth additional educational opportunities, through well-planned activities, which encourage the development of leadership qualities.

The need for business education programs in the secondary schools of North Carolina continues to expand. Efforts are being directed toward (a) improving and enriching existing programs; (b) assisting with planning new programs; (c) supplying adequate equipment; and (d) staffing all programs with qualified personnel.

MUSIC EDUCATION

Elementary Schools

A basic program of music is an integral part of the school curriculum. In the elementary school, which is organized on the basis of the self-contained classroom, responsibility for instruction in music is placed on the classroom teacher, with the help of a music specialist, if one is employed.

At the present time, schools are developing a basic, minimum program of music which integrates music into the activities of the school day through the use of music as recreation, as an aid in devotions, as a part of celebrating special days, and as a means of intensifying concepts taught in the social studies, language arts and other areas of the curriculum. In addition, a sequential development of the skills of music reading has been designated for each grade level to insure that every child will be able to read the music score when he finishes the sixth grade.

Secondary Schools

During the past biennium, new standards for music on the junior high level have been established. These standards require



that every student experience music-centered study taught by a music specialist rather than incidental musical experiences integrated into other subject areas as in the elementary school.

New music bulletins have been prepared to give the development of high school vocal and instrumental programs beyond the grooming of performance skills to an understanding of the historical and cultural backgrounds of the literature studied.

In addition to course offerings of band, orchestra and chorus on the high school level, an elective entitled "consumer" or general music is commanding the interest of more students. It is a study of the music with which every individual is associated during his lifetime: music as recreation, music in worship, and music of a serious concert nature. This course is taken once during a student's high school years.

ART EDUCATION

Elementary Schools

Although few elementary schools have adequate services of art specialists, classroom teachers generally express sincere concern for art as an integral part of the school curriculum.

During 1962-64, more than 8,600 teachers participated in art workshops conducted after school hours in late afternoons and

evenings. The workshops were handled by State Department personnel and attendance by the teachers was voluntary. The scope of this activity bears testimony to the teachers' sense of responsibility for upgrading the quality of art instruction in the classroom.

A new elementary art guide for classroom teachers has been prepared and distributed which describes desirable art activities and performances at each grade level. More than 15,000 copies of this guide have been requested by public schools.

Secondary Schools

The number of high schools which offer art instruction has been greatly increased during the 1962-64 biennium. This increase in art programs has extended the curriculum for the students and has provided employment for a larger percentage of North Carolina's college graduates prepared to teach art.

High school art programs range from crafts instruction to elaborate art programs under very skilled artist-teachers. Recognition of this diversity has prompted development of several art curriculum guides at the local level, and art educators throughout the State have voluntarily begun workshop-conferences to upgrade the quality of all art instruction.

Students who were outstanding in the visual arts have received recognition and awards through participation in the annual Scholastic Art Awards program, the Governor's School, and the Red Cross-National Art Education Association programs.

INDUSTRIAL ARTS

Through industrial arts the school program is more directly related to modern industry and technology and their broad impact on the social and economic nature of our society. Experiences provided through this program give added meaning and purpose to the language arts and social studies programs; also, students are situated in realistic circumstances for applying principles of science, mathematics, and art. Unique opportunities are provided in laboratory and classroom settings for the student to think, both creatively and critically. Use is made of materials, tools, and machines to create form, to solve problems, and to reinforce concepts and understandings. These experiences enable students to discover and develop technical and scientific talents which may be basic to occupational and career choices.

Industrial arts is a part of the curriculum in approximately 300 schools. The number of pupil enrollments in the various courses is in excess of 25,000. It is believed that this program should be expanded as a phase of general education inasmuch as today's youth must live and work in a rapidly changing society characterized by advancing technologies and industrialization.

The continuing need in this phase of the public school program includes (1) establishment of new programs in new and existing schools; (2) assistance (both leadership and financial) in equipping laboratories or shops; (3) intensive effort to staff adequately present and new programs; and (4) specific planning for improving and up-dating existing programs.

SAFETY AND DRIVER EDUCATION

Since the 1958-59 school year, the State has provided financial aid for the Driver Education Program in the public schools. By 1960-61, driver education courses were available in all school administrative units; but in many locations, the number of eligible students was greater than the funds available for providing the course.

In 1963, the General Assembly established a provisional driver's license program for persons between 16 and 18 years of age. This legislation made education in driving a requirement before licensing such persons; it also provided that the young driver could have his license more easily suspended if found engaging in unsafe driving practices. These provisions were desirable; however, no additional funds were appropriated for the Driver Education Program to provide for the increased enrollment resulting from the new requirements.

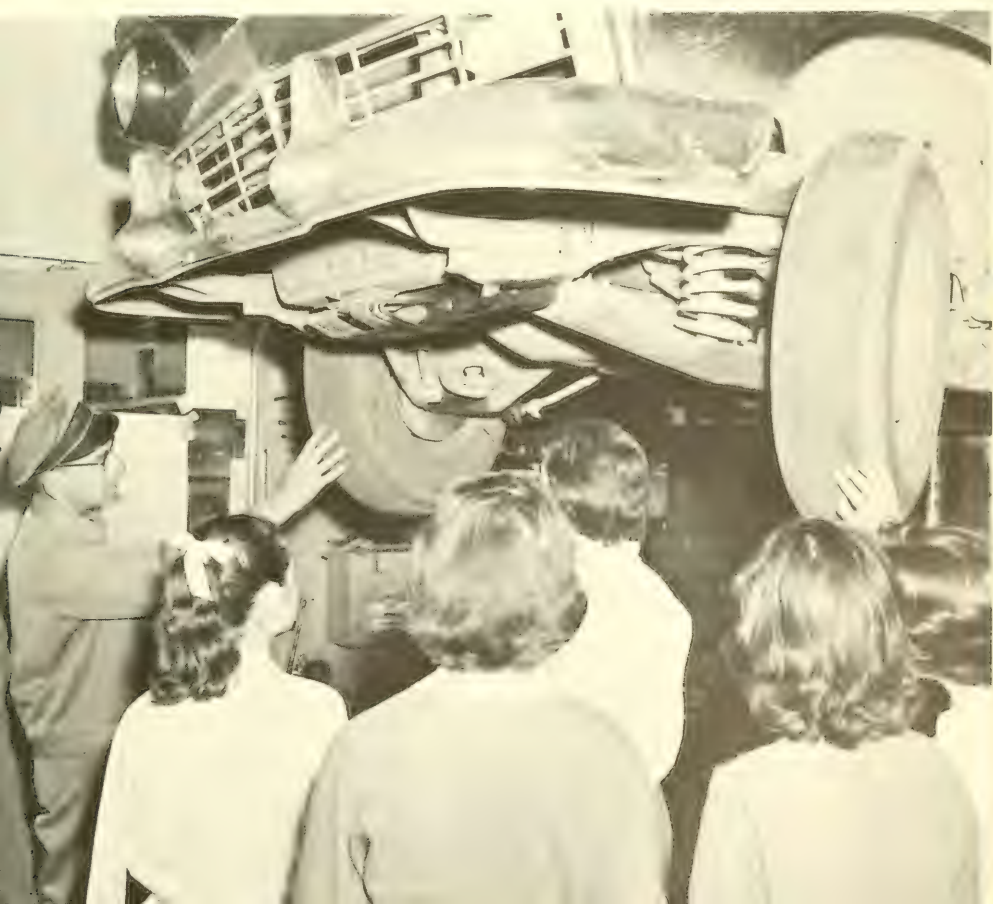
Without additional appropriations and with the effective date of the requirement of driver education before licensing set about four months after enactment of the legislation, a state of emergency was created. Actions were initiated to meet this emergency. About 15,000 students, however, did not get the complete course consisting of classroom and in-car instruction. These 15,000 students who received classroom instruction only could not qualify for the "trained driver" reduced rate of insurance for young drivers because their courses were not completed.

The North Carolina General Assembly of 1963 established a Legislative Council to conduct special studies. Driver education was one of the programs designated for review.

The Council assigned a committee to review program operations and to study the impact of the provisional driver's license program. Upon completion of this study, the Legislative Council recommended that the State Board of Education and the Department of Public Instruction administer the driver training program for all eligible drivers 18 years of age and under. It also submitted to the State Board of Education a resolution requesting the Board to submit to the Advisory Budget Commission, for its consideration, an addendum to its "B" Budget requesting additional funds for the purpose of teaching approved driver education and training courses to all eligible drivers 18 years of age and under.

The State Board of Education has prepared and submitted to the Advisory Budget Commission the requested addendum to its "B" Budget request.

Driver education operations at the 1963-64 level cannot be maintained on the basis of present annual revenue from the \$1



EXPENDITURES FOR DRIVER AND SAFETY EDUCATION

Item	1958-59 (12 Months)	1959-60 (12 Months)	1960-61 (12 Months)	1961-62 (12 Months)	1962-63 (12 Months)	1963-64 (12 Months)
671-a. Salaries of Teachers	\$522,131.41	\$ 778,587.55	\$ 965,962.78	\$1,171,242.82	\$1,319,710.52	\$1,819,724.32
671-b. Instructional Supplies	40,280.78	16,029.83	25,123.46	20,383.48	27,909.15	32,024.31
671-c. Car Operation Expense	44,983.08	61,861.92	73,823.16	79,581.00	78,008.88	98,846.08
671-d. Insurance	27,607.15	30,836.59	36,418.00	45,334.69	39,570.17	49,505.66
671-e. Rental of Cars	11,061.02	19,581.45	23,922.30	23,094.10	20,211.50	27,818.18
671-f. Replacement of Cars	10,108.94	102,492.67	175,069.97	212,820.68	236,260.82	302,026.56
671-g. Other Equipment	17,178.66	15,599.91	16,947.45	14,068.71	14,179.89	16,284.80
671-h. Retirement and Social Security	36,542.30	59,374.07	74,108.02	95,612.10	109,887.41	151,880.99
687. Original Cars	177,997.18	128,275.64	150,880.01	73,754.00	109,004.95	86,109.96
Total Expenditures	\$887,890.52	\$1,212,639.63	\$1,542,255.15	\$1,735,591.58	\$1,974,943.29	\$2,585,120.86
Less: 965-3. Sale of Cars and Miscellaneous Receipts	12,981.76	90,552.36	116,001.39	190,291.55	248,278.14	292,770.69
Net Expenditures	\$874,908.77	\$1,122,087.27	\$1,426,253.76	\$1,545,300.03	\$1,726,665.15	\$2,292,350.17
Local	39,776.34	29,930.16	19,680.39	38,855.76	36,126.08	52,194.10
State	835,132.43	1,092,157.11	1,406,573.37	1,506,444.27	1,690,539.07	2,240,156.07
State Administration & Supervision	\$ 19,089.78	\$ 52,254.84	\$ 42,437.89	\$ 50,112.00	\$ 48,935.50	\$ 54,031.97
Annual Receipts from the \$1 Driver Education Tax Collected Along With Motor Vehicle License Fees	1957-58	1958-59	1959-60	1961-62	1962-63	1963-64
	\$1,360,544.00	\$1,601,438.00	\$1,749,376.50	\$1,784,317.00	\$1,858,630.00	\$1,892,520.60
Cumulative Balance, July 1, 1964						\$2,799,562.48

INTRODUCTION TO VOCATIONS

Introduction to Vocations is a new course in the public schools of North Carolina. It was introduced in the 1963-64 school year as one phase in the implementation of the State Board of Education's policy requiring the development of a more comprehensive vocational education program. It is a ninth-grade elective course open to both boys and girls.

Objectives of the Course

The course is designed to help students develop the ability to plan their occupational futures. Major teaching objectives are:

- To help students understand the basic processes of production, processing, and distribution in the American economy and the importance of human relations and ingenuity in these processes
- To help students gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in North Carolina
- To help students to learn to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities

Course Content

Primary emphasis is placed on student planning and decision-making. Learning experiences are developed on the bases of the needs of youth at the ninth-grade level and the skills, knowledge, and understandings needed in exploring and evaluating vocational opportunities. These learning experience areas are an essential part of each unit of the course.

The course is divided into the following major areas or units:

- Relating Our Economic System to Occupation and to Us
- Exploring Manual and Mechanical Occupations
- Exploring Clerical, Sales, and Service Occupations
- Exploring Professional and Technical Occupations
- Evaluating and Planning Ahead

Introduction to Vocations is being offered in 92 high schools during the 1964-65 school year. Total enrollment in the course is 4,897.

The course is proving valuable for ninth graders. There is a great deal of interest in expanding the program within the present schools and in introducing the course into additional schools. It is anticipated that at least 300 high schools will be offering Introduction to Vocations by the end of the 1965-67 biennium.

VOCATIONAL EDUCATION IN AGRICULTURE

Vocational education in agriculture in the public high schools of North Carolina provides educational opportunities for youth and adults who are engaged in or preparing to enter upon occupations involving knowledge and skills in agricultural subjects, whether or not these occupations involve work on the farm.

High School Programs

High school students enrolled in vocational preparatory courses in agriculture have as their occupational objective employment on a farm or in a business, agency or organization performing one or more of the functions of producing, processing, distributing, and servicing related to agriculture.

Individuals are selected for enrollment in classes providing instruction for such occupations on the basis of their interest in

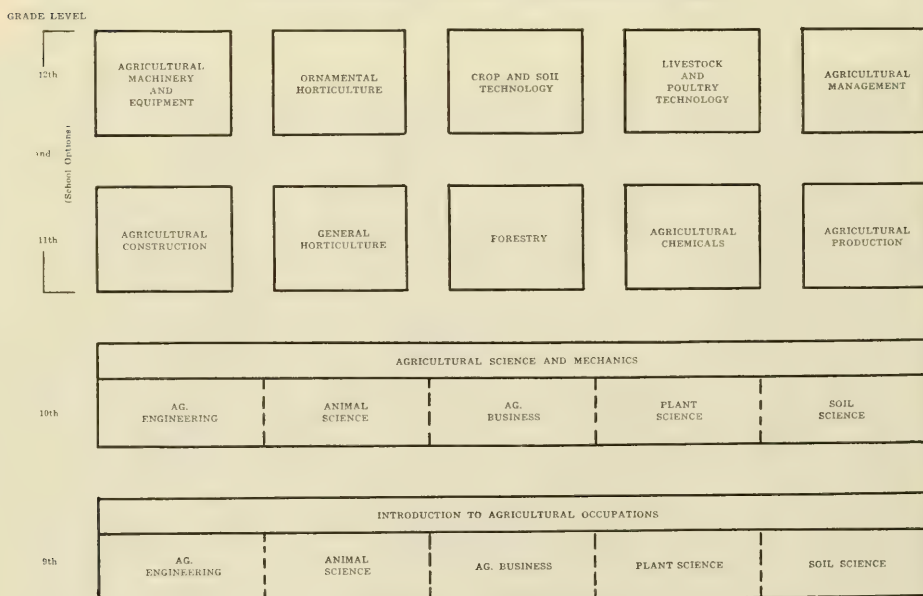


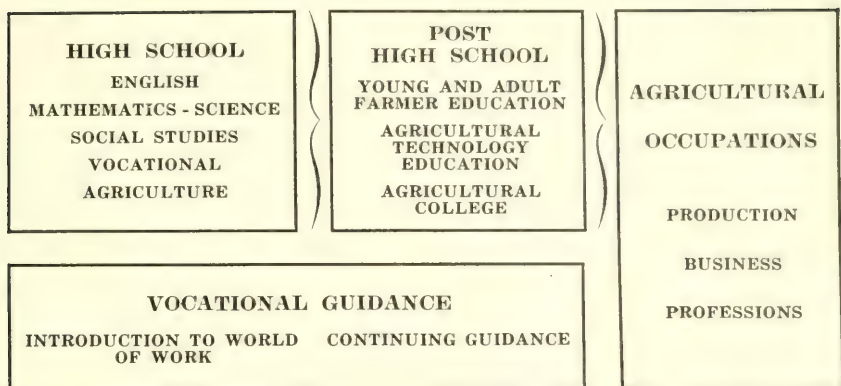
and potential for achieving competence in one or more of the following areas: plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership. The new State program of studies emphasizes preparation for selecting and planning for an occupation through appraisal of the aptitudes and interests of the individual student. Guidance and counseling undergird the curriculum to assure the best possible choice of courses in preparation for occupational competence.

A comprehensive program of supervised practice in agriculture, including work on a farm and/or work in a non-farm agricultural business, industry or organization, is provided as an integral part of the instructional program. Such supervised practice is directed and coordinated by a qualified teacher of vocational agriculture. The pattern of courses from which local schools design their curriculum is shown below.

Vocational agriculture youth organizations are an integral part of the program of instruction and are directed and supervised by the teachers of vocational agriculture with the leadership and guidance of local school administrators and the State supervisory staff in Vocational Agriculture.

A DESIGN FOR VO-AG CURRICULUM





Post High School Programs

Programs of instruction are provided for out-of-school youth and adults employed or anticipating employment on a farm or in another business, agency, or organization performing agricultural functions. Older youth and adults are enrolled on the basis of interests, need, and potential for achieving competence in an agricultural occupation.

Each school prepares a program of group instruction—classes, short courses, clinics and workshops, each with specific objectives. Teachers and local school administrators, with advice of citizen committees, choose those patterns of organized instruction which best meet the needs of the particular school district. The organized educational phase of a community development program may be considered as a part of the program of instruction. The length of courses and class schedules are determined by local school administrators and teachers in consultation with citizen committees.

In addition to the short courses for adults provided through the departments of vocational agriculture in the public high schools, many of the industrial training centers, technical institutes, and community colleges in the State are providing full-time and part-time programs of specialized education in agriculture, with emphasis on preparing youth and adults for employment in non-farm agricultural businesses and industries. Vocational agriculture and community college personnel are cooperating in certain highly technical courses designed for farm operators.

The relationship between these two programs is depicted above.



Administration

Under present arrangements, the program of studies for high school youth preparing for agricultural occupations and for adult farmers interested in up-dating their knowledge and skills in agricultural production is administered by the Vocational Education Division of the Department of Public Instruction.

Post high school programs in agricultural technology education are administered by the Vocational-Technical Education Division of the Department of Community Colleges.

VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	High School Enrollment	Young and Adult Farmer Enrollment	Total Enrollment	Financial Returns on High School Supervised Projects
1924-25	105	2,943	2,350	5,293	\$ 600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1954-55	593	30,038	14,794	44,832	6,168,091.49
1959-60	590	35,726	18,735	54,461	7,455,716.04
1960-61	572	35,596	18,150	53,746	8,287,322.63
1961-62	553	38,287	19,379	57,666	8,133,908.52
1962-63	539	39,639	20,058	59,697	8,331,919.13
1963-64	540	40,177	20,820	60,997	

EXPENDITURES FOR VOCATIONAL AGRICULTURE (Not Including Teacher Training)

Year	State	Local	Federal	Total
1925-26	\$ 46,427.68	\$ 75,741.39	\$122,168.53	\$ 244,337.60
1929-30	63,106.15	167,444.71	141,802.56	372,353.42
1934-35	39,773.82	136,166.34	173,994.21	349,934.37
1939-40	129,706.33	224,264.45	328,136.65	682,107.43
1944-45	231,172.36	281,877.59	334,508.17	847,558.12
1949-50	851,853.31	649,631.33	447,808.68	1,949,313.32
1954-55	921,204.59	1,238,923.48	621,230.28	2,781,357.95
1959-60	1,616,380.87	1,388,323.28	723,386.35	3,728,090.50
1960-61	1,731,560.61	1,401,567.08	722,427.65	3,855,555.34
1961-62	2,175,379.04	1,627,294.29	722,106.15	4,524,779.48
1962-63	2,317,575.06	1,664,770.89	732,426.13	4,714,772.08
1963-64	2,376,872.21	1,693,020.04	733,395.00	4,803,287.25

VOCATIONAL HOME ECONOMICS

Home economics is a field of knowledge primarily concerned with strengthening family life through educating the individual for family living. The teacher includes these aspects of family living in her instructional program:

- Family relationships and child development
- Consumption and other economic aspects of personal and family living
- Nutritional needs and the selection, preservation, preparation, and use of food
- Design, selection, construction, and care of clothing, and its psychological and social significance
- Textiles for clothing and for the home
- Art as an integral part of everyday life
- Management in the use of resources so that values and goals of the individual, the family, or of society may be attained.

Home economics was taught by 991 teachers in 1963-64, 699 of these receiving reimbursement from State vocational education funds. Vocational teachers are employed for an extended time to gain more information on the socioeconomic condition of the families in the school community, to supervise the home experiences of the students, and to give instruction to adults through organized adult education classes. Such school-home contacts help to make the home economics program both functional and family-centered.

The Future Homemakers of America and New Homemakers of America are student organizations found in the majority of the high schools. The object of both organizations is to help individuals improve personal, family and community living through organized programs as a part of the homemaking education program in the schools.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes	
			Number	Enrollment
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1949-50	436	32,203	223	3,046
1954-55	545	63,020	301	14,486
1959-60	593	45,731	459	9,701
1960-61	591	47,772	441	10,494
1961-62	659	56,199	473	11,337
1962-63	680	59,530	481	11,770
1963-64	699	61,098	490	12,771

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

(Teacher Training Costs Not Included)

Year	State	Local	Federal	Total
1929-30	\$ 54,963.45	\$ 151,500.20	\$ 19,538.28	\$ 226,001.93
1934-35	13,677.18	40,192.79	52,708.09	106,573.06
1939-40	64,773.27	116,116.41	168,231.74	349,121.42
1944-45	249,660.74	211,685.18	174,148.73	635,494.65
1949-50	758,983.20	460,026.54	231,402.97	1,450,412.71
1954-55	1,033,076.83	675,940.87	318,605.47	2,027,623.17
1959-60	1,392,948.71	1,028,513.55	386,247.00	2,807,709.26
1960-61	1,485,338.62	1,054,698.91	386,247.00	2,926,284.53
1961-62	2,071,188.24	1,377,326.85	397,977.00	3,846,492.09
1962-63	2,073,018.47	823,665.15	397,977.00	3,294,661.62
1963-64	2,227,733.07	875,236.69	397,977.00	3,500,946.76

* Beginning this year the figures concern only departments financed in part by Federal funds.

TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education provides balanced programs of technical skill instruction and work experience for high school students to enable them to become competent workers in a wide range of vocations. The common objective of these programs is to develop skills, abilities, understandings, attitudes and working habits, as well as to impart knowledge or information needed by individuals who are preparing to become employed in and to make effective progress in trade and industrial occupations after graduation from high school.

Over the past few years, trade and industrial education, financed from Federal, State, and local funds, has developed into two divisions, the high school program and the adult program. Responsibility for the administration of the adult program has been assigned to the Department of Community Colleges.

Three types of high school level programs are now being provided in North Carolina: Trade Preparatory Training, Industrial Cooperative Training, and Introduction to Industrial Education.

Trade Preparatory Training

This program provides training in the basic trade skill areas of auto mechanics, carpentry, bricklaying, cabinetmaking, boat-building, commercial cooking, commercial fishing, cosmetology, machine shop, printing, photography, tailoring and welding. Students, who must be 16 years of age or older, attend classes on a three-hour-per-day basis, with the remaining half day devoted to other high school subjects. During the 1963-64 school year, 101 Trade Preparatory classes were conducted in 60 high schools in 48 different administrative units with an enrollment of 3,151 students.

Industrial Cooperative Training

Industrial Cooperative Training, offered to 11th and 12th grade students, is a program that involves participation by the school, business, and industry to establish on-the-job work experience training for students in carefully selected occupational areas. The on-the-job training phase is matched by one or two periods of technical related information concerning the trade or skill area in which the student is engaged. The program is supervised and coordinated by a teacher-coordinator who places students 16 years of age or older in programs designed to develop occupational skills such as automotive repair service, dental assisting, building trades, cabinetmaking, dental laboratory technician service, medical laboratory technician service, metal trades, baking, nurses' aide, electronics, photography and printing. Industrial Cooperative Training programs were conducted in 65 high schools in the State with an enrollment of 1,950 during 1963-64.

Introduction to Industrial Education

Introduction to Industrial Education is primarily a 10th grade level Trade and Industrial Education program that serves to provide a survey of several occupations within a given area. Students are given basic familiarization training in several occupations to provide them with a basis to select a specific area of concentration when they reach the 11th and 12th grades.

TRADE AND INDUSTRIAL EDUCATION
(Expenditures Excluding Teacher Training)

Year	Classes	Enrollment	State	Local	Federal	Total
1934-35	509	7,908	\$ 12,244.93	\$ 27,498.65	\$ 38,256.16	\$ 77,999.74
1939-40	714	11,582	22,112.46	52,567.03	99,466.25	174,235.74
1944-45	401	7,836	60,784.29	52,951.27	112,149.56	225,885.12
1949-50	359	9,026	216,705.54	149,442.89	137,520.12	503,668.55
1954-55	527	9,314	273,134.28	205,536.68	180,120.48	658,791.44
1959-60	775	19,090	670,584.00	299,677.00	219,736.00	1,189,997.00
1960-61	859	22,083	757,353.00	335,677.00	214,082.00	1,307,112.00
1961-62	915	29,450	1,211,662.00	422,806.00	223,986.00	1,858,454.00
1962-63*	132	3,492	442,045.34	204,256.38	75,623.80	721,925.52
1963-64*	155	4,685	463,544.30	287,495.76	222,463.00	973,503.06

* Figures for these years cover high school programs only.

DISTRIBUTIVE EDUCATION

Distributive education is a term used to identify programs which provide vocational education for persons entering or engaged in activities necessary to move products and services from the producer to the consumer.

At the high school level, distributive education provides preparation for young people planning careers in some fields of marketing, distribution, or services. This includes finance, real estate, insurance, retail and wholesale, business manufacturers' representatives, hotels, transportation, communication, personal businesses, and repair services. About 38 per cent of the working population in the State is employed in these areas of work and opportunities are constantly expanding. Students are prepared for advertising, merchandising, selling, banking, and many of them, for junior executive and management positions.

Distributive education has also been made available to adults engaged in some field of distribution. In-service or up-grading instructional programs have been made available to managers and owners of businesses, to junior executive and supervisory groups, as well as to employees. The Community College Act, which became effective July 1, 1963, transferred the responsibility for post-high school and adult education programs to the Department of Community Colleges. Funds appropriated to distributive education for post-high school and adult education for the coming biennium were transferred at that time to the Department of Community Colleges.

Two major types of vocational education programs in distributive education are offered in the secondary schools: Cooperative Distributive Education programs, and Preparatory programs.

Cooperative Distributive Education encompasses formal classroom instruction and on-the-job training. The teacher-coordinator working with employers of student-trainees develop training plans for use of work experience as a basis for motivation and for application of skills as well as for a broader understanding of distribution and its operation.

Preparatory programs were first offered on an experimental basis in 1962-63. Seven programs were operated with an enrollment of 134 high school students. Prior to that time, the use of distributive education funds had been restricted to students enrolled in the cooperative program. Preparatory programs have been allocated to 40 schools for the school year 1964-65.

The preparatory program is designed for the following situations: (1) in secondary schools where on-the-job training facilities are too limited for a cooperative program, and (2) programs for those students who expect to make careers in some field of marketing or distribution but whose schedules will not permit regular on-the-job training. Business resources in the community or nearby communities are utilized for field trips, for speakers, and for many marketing projects conducted by students.

Leadership training for students enrolled in distributive education is provided through participation in well organized local and State chapters of the Distributive Education Clubs of America.

Follow-up surveys are conducted periodically to determine where former distributive education students are and also to determine changes necessary to strengthen the instructional program to meet the occupational and economic changes in our society. These surveys repeatedly reveal that over three-fourths of the distributive education graduates remain in the occupations for which they were trained or in closely related occupations. These graduates receive promotion much more rapidly than those who have not had training in distributive education. Approximately 15 per cent of distributive education graduates continue their education beyond the high school level, with some becoming teacher-coordinators of distribution education or advancing to supervisory positions in education.

SECONDARY SCHOOL PROGRAM				IN-SERVICE TRAINING FOR ADULTS	
Year	No. Classes	No. Persons	Earnings*	No. Classes	No. Persons
1939-40	1	26	\$	116	2,327
1944-45	15	267	74,640.81	122	2,281
1949-50	25	661	274,184.99	242	5,545
1954-55	34	994	627,039.02	113	2,593
1959-60	48	1,492	1,051,579.40	157	4,132
1960-61	54	1,787	1,261,800.84	123	5,946
1961-62	57	1,843	1,396,370.53	183	7,254
1962-63	73	2,237	1,637,373.65	226	9,184
1963-64	84	2,856	†2,073,226.14	xx	xx

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS				
Year	State	Local	Federal	Total
1939-40	\$ 2,730.38	\$ 1,686.67	\$ 6,412.45	\$ 10,829.50
1944-45	11,665.12	6,934.93	14,429.33	33,029.38
1949-50	44,733.21	31,502.33	36,013.36	112,248.90
1954-55	82,086.25	42,710.30	15,000.00	139,796.55
1959-60	118,752.00	78,292.29	67,139.00	264,183.29
1960-61	127,823.00	86,288.00	68,196.00	282,307.00
1961-62	201,234.55	110,193.28	61,135.47	372,563.30
1962-63	322,288.37	124,080.40	63,539.11	509,907.88
1963-64*	245,550.68	163,056.80	63,484.00	472,091.48

* It will be noted that earnings of student-trainees in the cooperative program during the school year is roughly four times as much as the cost of the total program.

xx Education for adults charged to Community Colleges and funds transferred effective July 1, 1963.

VETERANS EDUCATION

Congress has provided education and training benefits to veterans of World War II, veterans of the Korean Conflict, children of deceased servicemen, and children of totally and permanently disabled servicemen. Eligible persons receive allowances ranging from \$110 to \$160 per month while enrolled in an approved course of education or training.

The State Department of Public Instruction is the designated approval agency for courses in which the eligible persons enroll. There are two categories of approved courses: (1) accredited—those offered by institutions accredited by a recognized regional accrediting agency, (2) nonaccredited—all post high school level courses offered in institutions not accredited by a regional accrediting agency. One visit per year is made to each approved accredited institution and three visits per year are made to each nonaccredited institution.

Institutions approved include colleges and universities, private business colleges, private trade schools, industrial education centers, technical institutes, community colleges, hospitals, flight schools, barber schools, beauty schools, and high schools.

A total of 210,000 North Carolina veterans of World War II have been trained under two programs—the World War II “GI Bill” and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,000 have been trained under

the World War II "GI Bill," using their education and training to assist them in readjusting to civilian life and in making up for the years in service. The remaining 12,200, disabled in World War II service, needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total of 63,950 Korean Conflict veterans in the State have taken advantage of training benefits thus far, either under the Korean GI Bill or the vocational rehabilitation program for disabled veterans. In addition 1,452 war orphans have received training under the War Orphans' Education Assistance Act of 1956.

**VETERANS AND ORPHANS ENROLLED IN PROGRAMS AS OF
MARCH 31, 1963**

Institutions of Higher Learning	1,144
Schools Below College Level	181
Correspondence Only	55

VETERANS AND ORPHANS IN TRAINING AS OF DECEMBER 31, EACH YEAR

Year	Total	Colleges	Other Schools	Corres. Only	Inst-on Farm	On-the-Job Training
1958	14,415	7,215	3,852	554	1,270	1,522
1959	8,901	4,840	2,139	375	647	900
1960	4,866	2,906	1,051	200	475	239
1961	2,488	1,774	398	114	3	199
1962	1,340	1,237	182	69	2	70
1963	1,436	1,144	181	55	2	54

TOTAL NUMBER OF NORTH CAROLINA VETERANS THAT ENROLLED IN APPROVED EDUCATION AND TRAINING COURSES UNDER PROVISIONS OF THE EDUCATION AND TRAINING ACTS ENACTED BY THE CONGRESS FOR VETERANS OF WORLD WAR II AND THE KOREAN CONFLICT. TABLES INCLUDE DATA THROUGH MARCH 31, 1964

	Total Number Enrolled	Total Benefits Paid
Education and Training		
World War II	197,900	\$471,420,000
Korean Conflict	61,520	\$119,019,000
Vocational Rehabilitation For Disabled		
World War II	12,200	\$ 37,490,000
Korean Conflict	1,764	
Peacetime	40	
Orphans' Education Assistance	1,452	\$ 2,503,000
Totals	274,876	\$630,432,000

SPECIAL EDUCATION

The Special Education program encompasses those instructional services needed by pupils who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which education for handicapped children is being provided:

- Special classes or centers for severely crippled pupils, with the pupils being transported in specially equipped station wagons,

Training Trainable Mentally Handicapped Children

The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State aid from the appropriations provided for this purpose.

Psychological Services

The Special Education section includes psychologists who provide diagnostic and consultative services to special education programs in the public schools. These services include:

- Measuring and interpreting the intellectual, social and emotional development of children
- Diagnosing educational and learning disabilities in children and collaborating in planning appropriate educational and training programs
- Identifying and classifying educable and trainable mentally retarded children through psychological evaluation and recommending special class placement at the appropriate level
- Consulting with school administrators and special class teachers concerning the results of psychological examinations and making subsequent recommendations for appropriate educational and training programs
- Supervising and consulting with local psychological examiners regarding techniques of testing, screening methods, criteria for eligibility and other factors regarding the special education program
- Counseling parents of retarded children, particularly those parents who need to achieve a greater understanding of their problems and the services available to them.

Curriculum Library in Mental Retardation

In accordance with the Session Laws of 1963, Chapter 845, a Curriculum Library in the area of mental retardation has been organized, staffed, and equipped. This Library has been stocked with one or more copies of available professional books, periodicals, and pamphlets dealing with mental retardation, as well as

copies of educational books, phonograph records, filmstrips, and other materials suitable for use in teaching the mentally retarded. New publications and materials are added as they become available.

The books and materials in the Curriculum Library are available for use by teachers, administrators, and other professional and lay persons interested in mental retardation. Books and materials may be used at the Library quarters or checked out on a loan basis; requests may be made by mail also.

A newsletter containing information on special education in general as well as on mental retardation is distributed several times a year to all special education teachers in the State. The staff of the Curriculum Library is engaged in writing, revising, and editing curriculum guides for public school teachers of the retarded. A number of workshops have been conducted relative to the development of curriculum guides for educable and trainable mentally retarded and speech handicapped children.

EXCEPTIONALLY TALENTED CHILDREN

The General Assembly of 1959 established by Joint Resolution No. 69 a Commission to Study the Public School Education of Exceptionally Talented Children. Under the direction of this Commission, six pilot centers, representative of the various conditions and geographic areas of the State, were established in Henderson County, Hendersonville, Pit County, Greenville, and Winston-Salem (two).

The 1961 General Assembly established a program for the education of exceptionally talented children within the public school system of the State under the general supervision of the State Superintendent of Public Instruction. The 1963 General Assembly expanded and extended the program to its present status.

The following are some of the ways in which students are being provided for under the program for education of exceptionally talented children:

- Special self-contained classes provide for 167 of the total number in grades 1-8.
- One hundred and twenty-seven teachers are full time instructors of exceptionally talented students in grades 9-12. The subject areas include language arts, science, mathematics, social studies, and various combinations.

- Special instruction is provided by some teachers in an itinerant position, serving in an entire administrative unit or one or more schools in subject matter areas such as language arts, science, mathematics, and social studies.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in the education of exceptionally talented children:

EXCEPTIONALLY TALENTED

Year	Number of Students	Number of Classes		
		Total	State Funds	Locally Supported
1958-59	196	9		9
1959-60	262	12		12
1960-61	414	18	6	12
1961-62	2,065	64	53	11
1962-63	5,206	120	108	12
1963-64	7,530	251	244	7

THE GOVERNOR'S SCHOOL OF NORTH CAROLINA

An experimental school for the education of gifted and talented students, financed by the Carnegie Corporation and businesses and foundations in Winston-Salem and supervised by the State Board of Education, was initiated during the summer of 1963. This experimental school, known as The Governor's School of North Carolina, was operated on the campus of Salem College in Winston-Salem during the summers of 1963 and 1964.



Four hundred gifted and talented high school students were selected for attendance during each of the two years. These students were selected after nomination by the county or city superintendent of schools on the basis of their special giftedness or talent in a particular academic or performing arts area.

The school offered to these students experiences in English, mathematics, natural science, social science, foreign languages, art, choral music, orchestra, dance, drama, and piano. Each of the students majored in one of these areas and took additional work in other areas.

The purpose of the school was to examine content and instructional methods which might be appropriate for the education of gifted and talented students and to make the results of the experiment available to the schools of the State so that they might initiate programs to provide more appropriate instruction for this type of student.

The Governor's School of North Carolina, under the terms of the original grants, will operate for one more summer. At the end of the three-year program, reports will be prepared and recommendations will be made concerning the future of the school and the adaptability of its program and methods to the education of gifted and talented students in the overall school program of the State.

GUIDANCE SERVICES

The guidance program in the public schools consists of services designed to assist youth in appraising their interests, abilities, and needs, and in making choices, plans, and adjustments which will enable them to progress toward the fullest development and use of their capacities for the maximum benefit to themselves and society.

Guidance is a total staff endeavor in which teachers, administrators, and other members of the school staff render assistance according to their particular knowledge and skills. The teacher has the first opportunity and primary responsibility for assisting students in developing self-understanding and appreciation of school subjects and experiences. The school administrator provides leadership in developing a climate in which students' needs are the primary concern; in encouraging each staff member to improve his skills in guidance areas inherent in his job; and in selecting a guidance staff with adequate professional

training to perform specialized guidance functions and to coordinate all of the school's guidance activities.

The Counselor's Role

The professionally prepared counselor is essential for an adequate program of guidance services. As qualified personnel are employed full-time in schools, the guidance services become identified, better administered, and more adequately serve the pupils. The counselor assumes the major responsibilities in the guidance program. These include:

- Counseling with individuals who need help in identifying and overcoming learning difficulties; in meeting problems of personal and social adjustment; and in making educational and vocational plans.
- Aiding the school staff in selecting and using diagnostic services in analyzing abilities and achievements of students.
- Providing leadership in maintenance and use of adequate and current guidance information.
- Assisting with and/or conducting group guidance activities.
- Consulting with and advising the staff regarding curriculum, schedules, and administrative policies which affect choices and plans of the students, and providing data about the characteristics and needs of students as a basis for curriculum planning.



- Organizing and/or conducting in-service education activities to assist teachers in improving their guidance skills.
- Establishing cooperative relations with business, industry, and community agencies which can contribute to the guidance of students.

Status of Counseling Services

As a result of the National Defense Education Act which provides Federal funds for counselors' salaries and the allotment of counseling positions, the number of full-time counselors has increased at a rapid rate. The following table shows the rate of growth:

FULL-TIME COUNSELORS IN THE HIGH SCHOOLS	
Year	Number
1958-59	18
1959-60	100
1960-61	138
1961-62	244
1962-63	306
1963-64	373

Of the 373 full-time counselors serving the schools in 1963-64, 37 worked at county or city levels as guidance directors and served all schools within their respective units. In addition to the full-time counselors, there were 310 counselors serving part-time.

A survey conducted during 1963-64 revealed that 74.1 per cent of the full-time counselors and 10 per cent of the part-time counselors were certified.

Among the significant trends and developments related to increased emphasis on guidance services are the following:

- The role of the counselor as a professional person is becoming more clearly defined and recognized, and counselors are seeking further professional development. To provide for this, colleges in the State are increasing their offerings.
- With expanding vocational training opportunities in high schools, industrial training centers, technical institutes and community colleges, larger numbers of high school youth are enrolling in vocational courses and continuing their education and training beyond the high school.
- Vocational supervisors and teachers are becoming more interested and involved in guidance-oriented activities.

- Counselors are utilizing the services of business and industry in improving their knowledge and skills in the areas of vocational guidances; some industries are providing summer employment for counselors.
- More assistance in guidance is being given to elementary school teachers.

HIGH SCHOOL EQUIVALENCY PROGRAM

The High School Equivalency Program provides adults who did not complete high school with the opportunity to take a series of tests to demonstrate their general educational competence. Those who pass the tests are awarded Certificates of High School Equivalency by the State Superintendent of Public Instruction. Such a certificate is recognized almost without exception by industry, governmental agencies, employers, colleges, and other agencies and institutions as the equivalent of a high school diploma.

Upon application to the local city or county superintendent of schools, an adult resident of the State may take the tests at one of the 15 designated testing centers. The testing centers are geographically distributed and located at colleges in the State. They operate on frequent schedules for the benefit of the applicants.

Members of the Armed Forces who meet residency requirements also have the opportunity of taking the military form of the tests. These are administered by Education Officers, and scores are reported to the Department by the United States Armed Forces Institute.

The scores on the tests used as a basis for determining high school equivalency measure achievement in five broad areas of knowledge: (1) Correctness and Effectiveness of Expression; (2) Social Studies; (3) Natural Science; (4) Literature; and (5) Mathematics. Satisfactory achievement is that comparable to scores made by the top seventy per cent of high school graduates, based on a large and carefully designed sample of students throughout the United States.

Applicants who are not successful the first time tested are given an opportunity after further study to take another form of the test.



The high school equivalency program was extended two years ago to qualified prison inmates, and has proven a valuable factor in the morale and in the rehabilitation program for these people. The tests are carefully administered through a cooperative arrangement with the Prison Department and the Department of Public Instruction.

The high school equivalency program is an aid to individuals who seek admission to colleges, or who are qualifying for a job, a promotion, or a training program requiring a high school diploma or its equivalent. A substantial increase in the number of applicants has occurred each year of the biennium. The 10,000th certificate was issued at the meeting of the State Board of Education December 3, 1964.

HIGH SCHOOL EQUIVALENCY APPLICANTS

Year	Number Service Personnel	Certificates Issued		Applicants Not Successful	Total Applicants
		Civilians	Total		
1962-63	759	643	1,402	419	1,821
1963-64	1,173	984	2,157	655	2,812

TESTING

With increasing stress on guidance services, there is more and more widespread emphasis on standardized testing in the schools of the State. Two types of group tests are generally used—those designed to measure intelligence or mental ability and those designed to measure achievement.

The chief purposes of objective testing are for:

- Determining readiness for formal instruction
- Providing progress records of students
- Diagnosing strengths and weaknesses of individuals
- Determining needed emphases in the instructional program
- Grouping students for more effective instruction
- Screening students for classification in special education or exceptionally talented classes
- Evaluating the school program

Tests used in the primary grades emphasize reading readiness and progress in reading. Achievement tests in the elementary grades emphasize basic skills and knowledge. Intelligence tests are generally given at the transition years (primary-grammar grades). Achievement batteries are usually administered either annually or biennially. General achievement and intelligence levels by grades are reported for each school annually to the State Department of Public Instruction for such standardized tests as are administered.

The purposes of standardized testing at the high school level are similar to those for the elementary level but with additional emphasis on the guidance function and identification of students' abilities. Major purposes, as stated in the State Plan submitted under provisions of the National Defense Education Act, are:

- To provide such information about the aptitudes and abilities of secondary school students as may be needed by school personnel in counseling youth relative to educational and career planning and progress
- To provide information to other educational institutions relative to the educational potential of students seeking admission to such institutions

- To provide information needed in planning curricular and instructional programs
- To provide for the early identification and counseling of able students

The extent of standardized testing in the State may be observed from the accompanying tables. The percentage of students tested annually in grades 7-12 has increased from 60 per cent in 1961-62 to 68 per cent in 1963-64. Slightly more than two-thirds of this testing was implemented under the provisions of the National Defense Education Act. The tables include the incidence of testing in such external testing programs as scholarship tests and college entrance tests, in which all students do not necessarily participate.

The increase in the extent of testing has been given impetus by the increase in guidance personnel in the schools. Both the National Defense Education Act and the allotment provisions of the "1 for 20" program at the State level have contributed to the increased staffing of guidance counselors. Testing information is a vital tool in the guidance process.

Scholastic attainment scores and intelligence levels by grades are reported annually to the Department by grades for each school from the standardized tests used.

EXTENT OF TESTING—SECONDARY SCHOOLS							
Including Tests Administered Under NDEA Projects							
1962-63							
Grade	Seven*	Eight*	Nine	Ten	Eleven	Twelve	Total
Enrollment	21,665	20,319	100,162	90,660	62,736	51,317	346,859
No. Students Tested							
Once or More	21,665	20,319	76,193	51,562	42,718	16,898	229,355
Per Cent Tested	100	100	76	57	68	33	66
Total Tests Administered	30,405	24,786	116,641	63,692	58,881	20,634	315,039
Intelligence	13,868	6,050	50,558	20,363	16,602	8,381	115,822
Multi-factor Aptitude		950	8,891	2,364	849	510	13,504
Achievement Battery	13,614	14,052	39,887	24,069	29,922	6,969	128,513
Single Subject Achievement	2,923	3,734	17,305	16,956	11,508	4,774	57,200
* In junior high schools only.							
1963-64							
Enrollment	101,749	96,297	96,687	90,357	79,028	56,018	522,136
Tested Once or More	86,233	70,892	75,002	51,503	53,739	17,393	354,762
Per Cent Tested	85	74	78	57	68	31	68
Total Tests Administered	96,495	103,087	123,186	65,915	76,649	19,268	484,600
Intelligence	42,249	47,293	60,345	22,600	28,656	7,440	208,583
Multi-factor Aptitude		1,179	14,164	3,729	1,727	681	21,480
Achievement Battery	51,451	48,500	36,844	26,620	34,756	5,909	204,080
Single Subject Achievement	2,795	6,115	11,833	12,966	11,510	5,238	50,457

EDUCATIONAL RESEARCH

Educational Research is concerned with a variety of activities as a staff service, among which are:

- Assisting individuals and divisions in the Department of Public Instruction in planning and executing needed research
- Planning with individuals and divisions for widespread and effective use of research findings
- Working cooperatively with the division of publications in an effort to disseminate through appropriate channels pertinent research findings in education
- Assisting local communities in research projects, with emphasis on identification of worthwhile areas of research, authenticity in use of research techniques, honest interpretation of data, and effective use of research findings
- Assisting graduate students in choosing research topics relative to education in North Carolina, in limiting the scope of their investigations, and in using available information in the Department of Public Instruction as effectively as possible
- Cooperating with departments and schools of education through lectures, participation in panels, and by coordinating certain research efforts of these departments with those of the State Department

During the past biennium, much attention has been given to the compilation of data pertaining to the North Carolina Merit Pay Program, an experimental study involving Gastonia, Martin County, and Rowan County, and to the preparation of a detailed report for the 1965 General Assembly.

Assistance also has been given local administrative units in strengthening their efforts in educational research, with particular emphasis to:

- The importance of developing a positive climate for accepting new ideas at the local level
- The growing necessity for teachers to keep up-to-date with research findings in their areas of special concern
- The values which come to school personnel and students themselves when educators participate in local studies, investigations, or experiments which give promise of improving instruction within the community

- The application of research findings without fear of censure when success does not always accompany these efforts

As local administrative units include research personnel on their staffs, the Educational Research staff cooperates in every way possible in planning and executing programs at the local level.

ATTENDANCE COUNSELOR PROGRAM

The present biennium is the first time in North Carolina history that State Funds have been allocated for aid to county and city administrative units for the purpose of enforcing compulsory attendance laws.

Not all administrative units in the State were allotted positions because the demands exceeded funds available. Priorities in allocating funds are based on the need, ratio of pupils to be served, availability of local funds, and availability of qualified personnel to perform the job on a full-time basis. Prior to this time, attendance counselors were paid entirely from local funds. In a few of the units, some part-time personnel are thus employed now.

In 1963-64, 63 of the 122 positions filled were occupied by attendance counselors who had had from one to fifteen years previous experience in this work; in 1964-65, of the 139 positions filled, 114 had previous experience as attendance counselors. Of the 122 attendance counselors employed in 1963-64, 19 had five or more years of college education, or 15.5 per cent of the number employed. Of the 139 positions filled in 1964-65, 23 or 16.4 per cent have had five or more years of college.

The services of attendance counselors are shared in 46 of the 159 administrative units in which they are assigned. Local boards of education supplement the basic State allotment with funds for salary and travel in all instances.

Attendance counselors are having a noticeable impact in improving school attendance in the State, in counseling dropouts and potential dropouts, in providing encouragement to chronic absentees, and in securing other types of assistance incident to encouraging school attendance.

ATTENDANCE COUNSELORS

Year	Number Allotted	Number Administrative Units	Total State Funds Allotted	Average Amount State Funds Per Position
1963-64	124	133	\$266,625	\$2,150.20
1964-65	139	159	\$301,925	\$2,172.63

TEXTBOOKS

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted by publishers for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent of Public Instruction. The Commission is composed of teachers, principals, supervisors and superintendents.

Textbooks are purchased and distributed to the county and city units by the Division of Textbooks of the Controller's Office. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan with the State matching (1963-64) the student's rental fee. On an optional plan, supplementary readers for use in the elementary grades are also rented to the schools.

INVENTORY OF BOOKS

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supplementary Readers	Library Books
1939-40	5,050,532	1,016,135	505,186	5,736
1944-45	5,096,135	1,767,157	835,460	404,514
1949-50	6,700,336	1,406,619	1,385,658	840,819
1954-55	8,384,982	1,507,090	2,162,974	1,147,720
1959-60	7,379,491	1,624,448	2,859,718	1,312,949
1960-61	7,024,184	1,704,697	3,072,751	1,354,765
1961-62	6,828,936	1,790,702	3,262,475	1,382,731
1962-63	8,369,763	1,974,989	3,446,632	1,292,446
1963-64	8,003,025	2,181,024	3,588,395	1,314,082

EXPENDITURES FOR TEXTBOOKS

(This includes the cost of books, cost of rebinding and operating expenses)

1939-40	\$ 193,324.74	\$ 225,131.92	\$ 19,115.09	\$ 4,180.12
1944-45	221,243.01	993,404.58	69,049.18	127,446.80
1949-50	982,179.10	305,377.10	116,778.16	135,383.01
1954-55	1,110,043.19	514,829.77	213,850.15	455,363.81
1959-60	1,839,042.58	768,987.61	219,999.60	511,631.18
1960-61	2,178,286.76	821,802.20	241,881.61	548,197.94
1961-62	1,179,518.94	1,234,844.29	312,179.92	738,264.35
1962-63	3,936,253.26	1,595,886.34	372,838.46	371,065.43
1963-64	3,030,094.14	2,286,135.05	287,397.45	585,408.27



SCHOOL LIBRARIES

North Carolina subscribes to the belief that good school library service is basic to good education. The State Board of Education recognizes that the school library is an integral part of the public school system and that it provides a basic service for which boards of education are responsible, both at the State and local administrative unit levels. The recognized pattern of school library service for North Carolina is a central library for every public school. This is reflected in State budgets, State accreditation standards, and in new school construction.

Changes in school curriculum in the public schools place increased responsibilities on the school library. In-school television instruction, special classes for exceptionally talented students, team teaching, ungraded primary departments, special programs for underachievers, college preparatory classes, increased reference assignments, individualized instruction, and additional subjects required for graduation all demand that pupils be able to understand and use a variety of media of information. The good school library in elementary and secondary schools is a center for many types of information media, both for the college-bound student and for the youth who will take his place in the world of work immediately after leaving high school. The

elementary school child looks to his library for answers to the many questions stemming from classroom study. The school library is vital to the instructional program. It serves all teachers and all pupils, supplying all types of instructional materials—printed and audiovisual—for use in the library, in classrooms, and for home use. The school library is the laboratory for reference and research, used by individuals, small groups, and classes. The following services to pupils and teachers are representative of the functions of the school library:

- Guides pupils in reading, listening, and viewing
- Teaches library and study skills to pupils
- Guides pupils in reference and research work
- Helps teachers select and use multi-media instructional materials
- Supervises the use of audiovisual equipment
- Provides information on community resources
- Helps teachers produce teaching aids
- Orders and returns requested loan materials.

The State Department of Public Instruction subscribes to the theory that the school library is a learning resources center, that the primary emphasis is on learning, and that instructional materials services provide the tools needed to aid learning.

Quality of school library service is measured by State, regional, and national standards. These standards serve as measuring instruments in the accreditation of schools. School library standards for North Carolina schools are formulated by the State Department of Public Instruction as integral parts of the State standards for accredited schools. The first State standards for an accredited high school, set up in 1921, included library standards. The first standards for elementary school libraries were established in 1924. In 1962 elementary and high school standards were upgraded and State standards for junior high schools were initiated. North Carolina provides, through State funds, a foundation or minimum program on a uniform basis for all school systems. The State standards establish minimum requirements for State accredited schools. Beyond these minimum requirements, schools are strongly encouraged to meet additional standards, classed as "recommended but not required." In 1963-

64, 772 secondary (junior high and high) schools were State accredited. This included 96 per cent of all public junior high and high schools in the State. There were 1,291 elementary schools designated as being accredited by the State in 1963-64, approximately 73 per cent of all public elementary schools.

Nonaccredited schools are not penalized by being refused financial aid from the State. In spite of this fact, the desire to achieve is great and the State school library standards are considered by most administrators, patrons, teachers, and pupils as minimum goals. Many schools are actively involved in implementing standards set forth by the Southern Association of Colleges and Schools and in implementing national standards recommended by the American Association of School Librarians. In order to develop effective school library services, schools must make provisions for: (1) an abundance of well-selected printed and audiovisual materials, (2) qualified personnel in sufficient number, and (3) quarters to insure suitable space for varying needs.



PUBLIC SCHOOL LIBRARIES STATISTICAL REPORT, 1963-64

Number of Schools, Elementary, Junior High, High School	2,655
Number School Libraries	2,286
Number Pupils Enrolled	1,186,658

Personnel:

Number librarians engaged in library work full time or major portion of time	1,253
Number city and county library supervisors or coordinators	53

Circulation:

Books	36,201,618
Per pupil	30.59
Filmstrips	1,273,234
Per school	484
Recordings, disc & tape ..	2,258,190
Per school	850

Materials—School Owned:

Number library books	8,886,042
Last report	8,548,060
Added this year	1,060,691
Volumes per pupil	7.49
Number magazine subscriptions	84,506
For pupils	69,537
For teachers	14,969
Number filmstrips	668,427
Number recordings, disc and tape	447,020

Expenditures:

Total	\$4,735,518.00
Per pupil	\$3.99
Books	\$2,676,442.00
Per pupil	\$2.26
Magazines, pamphlets & newspapers	\$284,354.00
Per pupil	\$0.24
Library supplies and binding	\$356,430.00
Per pupil	\$0.30
Audiovisual materials ..	\$1,418,292.00
Per pupil	\$1.19

Library Personnel

Since 1961 there has been a phenomenal increase in library personnel due to increased State support, accreditation standards, and an awareness of the need for librarians.

School librarians. In 1963-64 there were 1,253 school librarians employed in the public schools, an increase of 258 over the preceding year. The 1961 General Assembly appropriated funds to support special services school positions, the first time State funds had been appropriated for additional teachers over and above the regular classroom teacher allotment. School library positions have been one of the favored six specified categories selected by local school administrative units. Of the 2,468 positions allotted for the 1964-65 school year, 782 positions, or 31.7 per cent, have been designated school library positions, placing school library positions at the top of the six categories eligible for allotment.

Even though progress has been made in providing qualified librarians, there is still a lack of personnel to meet the expressed need. The biggest single problem in school library development is lack of sufficient professional and clerical personnel. In 1963-64

there were over 1,200 elementary schools and more than 100 high schools attempting to operate libraries without librarians. Analysis of needs reveals that more than 50 per cent of schools are still without the services of a qualified librarian. Clerical assistance is almost nonexistent except for volunteer student help. Less than 100 schools have paid clerical assistance.

PERSONNEL SERVING PUBLIC SCHOOL LIBRARIES, 1963-64

Total number public schools, number and per cent of public schools served by school librarians working full time or part time in one school, number and per cent of schools with centralized libraries served by full time classroom teachers by amount of library science training, and number and per cent of schools without centralized libraries, North Carolina, 1963-64.

Amount of Semester Hours Training in Library Science	Number of Schools	With Centralized Libraries					Schools Served by Classroom Teachers Less Than 2 Hours		Without Centralized Libraries	
		Per Cent	Full Time†	Per Cent	Part Time‡	Per Cent	Per Day	Per Cent	Number of Schools	Per Cent
18-30+ Sem. Hrs.*	1,073	40.4	675	25.4	310	11.7	88	3.3		
6-17 Sem. Hrs.	602	22.7	93	3.5	167	6.3	342	12.9		
0-5 Sem. Hrs.	611	23.1	29	1.1	79	8.0	503	19.0		
—	—								369	13.8
Schools With Centralized Libraries										
	2,286	86.2	797	30.0	556	21.0	933	35.2		
Schools Without Centralized Libraries										
	369	13.8							369	13.8
Total	2,655	100.0	797	30.0	556	21.0	933	35.2	369	13.8
* 18-30+ Sem. Hrs.—Eligible for State Certificate in Library Science.										
† Full-time—Assigned full time to one school.										
‡ Part-time—Assigned to two or more schools, or assigned to teach one or two periods per day.										
** Classroom teacher—Assigned responsibility to serve as librarian in addition to teaching major portion of school day.										

School library supervisors. One of the most promising developments in school library service is the attention being given to system-wide school library programs. This is evidenced through the employment by local boards of education of school library supervisors and coordinators who have responsibility for system-wide school library development. In 1963-64 there were 53 supervisors employed in 47 administrative units, approximately 28 per cent of the 171 administrative units. There is more vitality, economical coordination, effective service, less duplication of effort, and improved quality of library service where there is some form of library supervision within the school system.



SCHOOL LIBRARY PERSONNEL

SCHOOL LIBRARY PERSONNEL								
Year	Librarians				Total	Pupils per librarian	Supervisors	
	White		Negro				Total	Per cent adm. units employing supervisors
	Elementary	High	Elementary	High				
1929-30	—	—	—	—	11	—	—	—
1934-35	—	—	—	—	43	—	—	—
1939-40	—	—	—	—	103	—	—	—
1944-45	19	72	9	21	121	—	—	—
1949-50	72	160	50	54	336	—	—	—
1954-55	117	141	51	58	367	—	—	—
1959-60	157	288	47	66	558	1,981	15	9
1960-61	150	283	48	77	558	2,041	17	10
1961-62	289	390	88	171	938	1,217	25	14
1962-63	304	412	98	181	995	1,167	30	17
1963-64	421	512	130	190	1,253	917	53	27
							(47 units)	

Services of the Department of Public Instruction. Since 1930 there has been a continuous program of State level supervision of school libraries. The staff of the school Library Services Section is concerned with helping local school units extend, expand, and strengthen school library service. Work of the supervisor and the four consultants include: visits to local administrative units to confer with staff, to conduct in-service workshops and surveys, and to assist with planning; participation on State and regional school evaluations; revision of standards; publication of bibliographies and other professional aids; evaluation of books and audiovisual materials; cooperation with other agencies concerned with books, libraries, and youth; and service to staff mem-

bers of the Department of Public Instruction through the Instructional Materials Library.

Library Materials

In 1963-64, the total number of library books owned by the public schools was 8,886,042 volumes, an increase of 337,982 volumes over the previous year. Each pupil owned an average of 7.49 volumes. National standards recommend that each pupil own an average of 10 or more books. A total of \$4,735,518, an average of \$3.99 per pupil, was spent for printed and audiovisual materials and supplies in 1963-64. Over one million new books were added to library collections in 1963-64. Schools are adding audiovisual materials at a rapid rate, thus implementing the concept that the school library is a materials center. The library maintenance fund of \$1.00 per pupil, funds made available through the National Defense Education Act of 1958, increased local school budgets, gifts from individuals, individual school raising campaigns, and student library fees provided the funds for expenditure for library books and audiovisual materials. Each year more money is being spent for library materials, and more boys and girls are using these materials. Over 36,200,000 library books, an average of 30.59 books per pupil, were circulated from North Carolina school libraries in 1963-64.

NUMBER AND CIRCULATION OF LIBRARY BOOKS

Year	Total volumes	Volumes per pupil	Volumes added	Total circulation	Circulation per pupil
1934-35	1,636,835	1.8	—	4,438,210	7.5
1939-40	2,163,183	2.5	—	8,257,486	12.24
1944-45	3,197,933	4.2	—	9,838,935	14.29
1949-50	3,985,289	4.89	—	12,135,788	14.88
1954-55	5,191,697	5.04	—	18,867,530	18.31
1959-60	6,409,323	5.98	560,522	25,272,967	22.85
1960-61	6,765,372	6.02	665,496	26,763,986	23.82
1961-62	7,299,273	6.39	718,399	29,673,250	25.99
1962-63	8,548,060	7.35	909,156	35,520,039	30.56
1963-64	8,886,042	7.49	1,060,691	36,201,618	30.59

EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total expenditures	Average per pupil
1929-30	—	—	\$ 128,441.55	\$.32
1934-35	\$ 98,729.48	\$ 14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1949-50	714,446.18	162,425.32	876,871.50	1.08
1954-55	1,075,763.15	271,414.76	1,347,177.91	1.31

Year	Library Books		All Library Materials and Supplies	
	Total	Per pupil	Total	Per pupil
1959-60	\$1,384,942.11*	\$1.25*	\$2,056,112.86	\$1.92
1960-61	1,564,930.63*	1.39*	2,598,539.58	2.31
1961-62	2,010,033.77*	1.78*	3,080,397.54	2.70
1962-63	1,916,374.17	1.65	3,730,468.79	3.20
1963-64	2,676,442.00	2.26	4,735,518.00	3.99

* Includes expenditures for books and periodicals.



Library Quarters

Although the space is sometimes inadequate, each public high school provides quarters for housing library materials. In 1963-64 about 73 per cent of the elementary schools had central libraries. Library quarters are included in new school plants and many of the newly constructed school plants provide space and facilities for effective utilization of the newer media. Guidance from the Division of School Planning, State Department of Public Instruction, and cooperation from architects have been potent factors in the construction of school libraries. School librarians at the local level are being asked to participate in the development of educational specifications for the school library when a new building is being planned.

AUDIOVISUAL EDUCATION

More and more audiovisual teaching materials and equipment are being made available in the public schools of North Carolina as utilization of these newer media of communication continues to increase. This trend is due to their proven value in stimulating better achievement by pupils.

Extensive use of audiovisual media requires supervision and coordination at the State and local levels to insure that teachers are trained in their effective use, and that materials and equipment are evaluated, selected, and made available. Recommended administrative practice is to assign these responsibilities to a particular professional position.

In-Service Workshops

Workshops for the practice of effective teaching techniques were held for personnel from 134 administrative units during the 1962-64 biennium. Some workshops were of a general nature; some were confined to particular areas, such as overhead projection or use of audio devices. They were jointly sponsored by the State Department of Public Instruction and various administrative units. There was extensive follow-up by units through the organization of similar workshops on an individual school basis.

In-service workshops for teachers were also provided at the State Department of Public Instruction in Raleigh and were conducted by members of the audiovisual staff. Such workshops are increasingly better attended because of their completeness. A greater number of teaching instruments can be provided at the home location and this is more effective than taking part of them to a meeting in the field.

Guides for Audiovisual Programs

A series of outlines for operating various phases of audiovisual programs has been developed by the audiovisual staff in cooperation with advisory committees of public school and college personnel. Some of these outlines are: "Planning Classrooms," "Organizing a Film Collection," and "Functions and Qualifications of the Audiovisual Building Coordinator."

Audiovisual Directors

Seventeen administrative units have audiovisual directors who are qualified as general supervisors with additional training in audiovisual education. In addition, 145 other administrative units in the State have a professional person who is responsible for directing the audiovisual program.

The teaching force must be motivated to use the newer techniques of instruction; therefore, the director provides a program of in-service training to develop appreciation for and effective use of audiovisual materials and equipment.

Audiovisual Centers

Audiovisual centers are being established in a number of administrative units to provide services to teachers. In these centers, the evaluation and selection of materials is coordinated; film is inspected and circulated; overhead transparencies are pro-

duced; magnetic tapes are recorded and duplicated; equipment is repaired; and workshops for teachers are conducted.

Film collections in the unit audiovisual centers have grown considerably since 1958, as the following table illustrates:

MOTION PICTURE FILMS IN UNIT AUDIOVISUAL CENTERS			
Number of Films	Number of Units		
	1956	1962	1964
Under 50 films	16	69	72
50-99	33	27	26
100+	44	67	71
100-199	*	37	25
200-299	*	15	25
400+	*	15	21
400-799	*	*	13
800+	*	*	8
* Data not available.			

The following tables present figures showing the number of various types of audiovisual materials owned and used:

AUDIOVISUAL MATERIALS			
Number Owned	1961	1962	1964
Disc and Tape Recordings	265,183	289,219	447,020
Filmstrips	363,365	408,808	668,427
Motion Pictures	—	20,772	32,543
AUDIOVISUAL MATERIALS CIRCULATION			
Number of Times Loaned	1961	1962	1964
Disc and Tape Recordings	614,442	179,637	2,258,190
Filmstrips	447,667	855,164	1,273,234
Motion Pictures	125,043	153,265	177,669

An inventory of the audiovisual equipment owned by the public schools for the school years 1944-45, 1960-61 and 1963-64 is in the following table:

INVENTORY OF AUDIOVISUAL EQUIPMENT			
	1944-45	1960-61	1963-64
Cameras	*	823	1,499
Equipment tables, mobile	*	3,893	9,638
Dry mount presses	*	328	763
Filmstrip and slide projectors	389	8,812	13,652
Globes	*	14,978	26,882
Maps, wall and tripod	*	65,545	107,799
Motion picture projectors	830	3,879	6,814
Opaque projectors	69	1,367	2,567
Overhead projectors	*	313	2,141
Overhead transparency printers	*	19	275
Projection screens	*	8,521	17,115
Radios	1,042	2,209	3,774
Record players	*	16,109	28,709
Tape recorders	*	2,649	5,647
Television receivers	*	1,313	2,650
* Data not available.			

Services for State Department Personnel

Audiovisual communication services are now being provided for supervisors in the State Department of Public Instruction. Each month an average of 425 requests are received for the loan of equipment, graphics production, the repair of films, slide making, and technical assistance. These services enable each professional person to make effective presentations.

PRINTING AND PUBLICATIONS

Forms and printed materials needed for use in the administration and operation of the public schools are prepared and distributed by the State Department of Public Instruction and the Controller's Office, State Board of Education. Costs of such materials are partly borne by the State and partly defrayed by receipts from sales.

Since 1936, the State Department of Public Instruction has published the *North Carolina Public School Bulletin*, issued monthly except for June, July, and August, which is sent free to persons interested in public education. Nearly 10,000 copies are distributed monthly.

Curriculum bulletins, presenting suggestions for improving course content and teaching methods, are issued and revised as needed. They are prepared by State Department personnel, generally in cooperation with educators in the field and with college and university faculty members. Other printed publications present information on various aspects of the public education and set forth guidelines and standards for the accreditation of schools, approved teacher education programs, and other school programs.

At the end of the 1963-64 school year, an experimental edition of the *Program of Studies for Elementary and Secondary Schools of North Carolina* was issued. This publication, which will be revised periodically, lists and briefly describes all courses offered in the public schools, assigning new uniform course numbers and indicating approved basal textbooks. It is designed to insure greater uniformity in names of course, time allotments for comparable areas of instruction, and credits granted for courses.

In addition to the printed publications listed below, numerous guides, bulletins, newsletters and informational brochures pre-

pared by State staff members are duplicated in quantity and distributed to school personnel, generally free of charge.

PUBLICATIONS PRINTED DURING 1962-64

Title	No. Copies
Educational Directory, 1962-63	8,000
Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education	7,500
Standards for Accreditation of Elementary Schools	10,000
Standards for Accreditation of Junior High Schools	2,500
Standards for Accreditation of High Schools	10,000
Teaching in North Carolina	10,000
Biennial Report, Part I, 1960-62	3,000
Standards for Approved Non-Public Schools	2,500
Public School Laws—Supplement	1,500
Improving Supervised Practice in Vocational Agriculture	2,500
Guide for Teacher Observation and Screening	25,000
Art in the Elementary Classroom	15,000
Modern Foreign Languages—A Six-Year Program	5,000
Modern Foreign Languages—Good Teaching Practices	5,000
Pupil Accounting and School Attendance	5,000
Consumer Music	3,000
Education for Business	3,000
Using the Language Laboratory	3,000
Educational Directory, 1963-64	8,000
School Dropouts—A Waste We Cannot Afford	5,000
Science, Grades 7-9	10,000
Mathematics, Grades 7-12	10,000
Facts and Figures About the Public Schools	5,000
Educational Planning	5,000
Constitution of North Carolina	10,000
Program of Studies (Experimental Edition)	5,000

EDUCATION BY TELEVISION

The Program of Education by Television was established under the State Board of Education in 1961 as an outgrowth of the North Carolina In-School Television Experiment. Appropriations by the 1961 and 1963 General Assemblies have supported the Program. The State Department of Public Instruction has provided leadership services by professional personnel consisting of a supervisor, a consultant, and television studio teachers.

In-School Television

Television courses in United States history, world history, physical science, and eighth-grade mathematics have been presented for the schools of the State. The daily lessons are prepared in the studios of WUNC-TV under terms of a contract between the University of North Carolina and the State Board of Education. During 1962-63, all four courses were televised by WUNC-TV and WUTV, Charlotte, and one course was televised by WNCT, Greenville and WECT, Wilmington. The latter three stations discontinued this service at the end of that school year. In 1963-64, only WUNC-TV televised the lessons. Despite an overall reduction in the number of participating schools due to

the reduction in the number of television stations, there was an increase in the number of television classes located within the viewing area of WUNC-TV. The availability of additional educational television transmitters now under construction and being planned is expected to result in a considerable increase in the use of the lessons.

SUMMARY OF PARTICIPATION

Year	No. of Television Stations	No. of School Administrative Units	No. of Schools	No. of Classes	No. of Students
1957-58*	5	19	43	55	6,500
1958-59*	7	43	81	114	12,000
1959-60	7	80	300	420	25,500
1960-61	8	77	269	397	25,000
1961-62	9	90	314	633	32,000
1962-63	4	76	300	607	33,000
1963-64	1	61	223	514	25,000

* Figures for these years include only officially tested participants in the N. C. In-School TV Experiment; additional schools participated unofficially.

Teacher In-Service Education

In addition to regular lessons for in-class use, the Department of Public Instruction has engaged in programs for teacher in-service education. Many staff members of the Department participate in the weekly "Methods for Modern Teachers" series. During 1962-63 a special in-service education program for teachers was developed under the direction of the Division of Professional Services in cooperation with the extension divisions of the University of North Carolina. College credit courses in English grammar and the history of modern civilization were televised to teachers in 29 organized classes in 13 school administrative units. Experience derived from this project led to the adoption of regulations by the State Board of Education establishing procedures for the continued use of television for teacher in-service education.

New Television Courses

The Department of Public Instruction, as part of its policy of continuing curriculum review, is developing a new course consisting of one semester of instruction in government and one semester of instruction in world geography. The new course is being introduced to schools by television on a limited basis during 1964-65. Following a two-year development period, it is anticipated that the course will become a regular part of the school curriculum, replacing the current civics course generally taught in the ninth grade.

For several years, a program of elementary school foreign language instruction has been televised by the University. Beginning with the 1964-65 school year, support and supervision of this project was assumed by the Department of Public Instruction.

A series of lessons on mathematics was presented during the fall of 1964 for elementary school teachers. Some 4,000 teachers participated in about 150 organized classes. Plans call for repeating the series in the spring of 1965.

Expansion

The State Board of Education and the Department of Public Instruction have strongly supported the extension of educational television facilities so that the service might be available to all schools in the State. The Advisory Committee on Educational Television, appointed by the State Board, has been active in planning for the use of these new facilities for the benefit of the public schools. Budget requests for 1965-67 submitted by the State Board of Education reflect recommendations made by the Advisory Committee.

NATIONAL DEFENSE EDUCATION ACT

The National Defense Education Act was passed by Congress in 1958. That part of the Act concerned with the public schools is outlined under Titles III, V-A, and X. Under this Act, funds are allotted to the states on a matching basis, the Federal government reimbursing the states for half of the expenditures for approved projects for a four-year program.

Title III provides for strengthening instruction in science, mathematics, and modern foreign languages. Under this title, funds are expended for the acquisition of equipment and minor remodeling of facilities.

Title V-A provides for assistance in establishing and maintaining (a) a program for testing students in grades 7-12 in order to identify those with outstanding aptitudes and abilities, and (b) a program of guidance and counseling for students in grades 7-12. Under this title, funds are expended (a) for purchasing tests and test materials and for scoring the tests, (b) for paying the salaries and necessary travel expense of guidance personnel and clerical assistance, and (c) for purchasing supplies and office equipment necessary for carrying out the plan.

Title X provides for assistance (on the State level) in (a) improving the collection, analysis, and reporting of statistical data supplied by local educational units; (b) developing accounting and reporting manuals to serve as guides for local educational units; (c) conducting conferences and training programs for personnel of local educational units and periodically reviewing and evaluating the program for records and reports; (d) improving methods for obtaining educational data not collected by the State educational agency, and (e) expediting the processing and reporting of statistical data through installation of mechanical equipment. This program did not get under way until after June 30, 1960.

In the case of Titles III and V-A, Federal funds were matched with local funds. In the case of Title X, however, Federal funds were matched with State funds.

The following table shows expenditures for Titles III and V-A under which programs were operated:

TITLE III					
Year	Projects Approved	Units Participating	Source of Funds		Expenditures In the Units
			Federal	Local	
1958-59	—	—	\$ —	\$ —	\$ —
1959-60	1,529	154	1,517,113.08	1,517,113.08	3,034,226.16
1960-61	2,111	168	1,937,623.91	1,937,627.59	3,875,251.50
1961-62	2,047	169	1,847,374.57	1,847,375.78	3,694,750.35
1962-63	2,111	169	1,744,382.26	1,744,382.21	3,488,764.47
1963-64	3,548	173*	2,797,116.14	2,797,116.28	5,594,232.42
* The number of administrative units participating include schools under the direction of: (1) State School for Blind and Deaf, (2) Board of Mental Health, (3) Board of Juvenile Correction, (4) Governor's School					
TITLE V-A					
1958-59	149	149	164,042.74	—	164,042.74
1959-60	162	137	266,140.74	266,140.74	532,281.48
1960-61	147	135	384,112.39	384,112.75	768,225.15
1961-62	147	143	413,379.09	553,707.69	967,086.78
1962-63	149	146	403,804.95	532,611.80	936,416.75
1963-64	149	149	397,625.95	558,603.09	956,229.04

SCHOOL LUNCH PROGRAM

A concerted effort is being made in North Carolina to make available daily to every public school student a lunch which is attractive, well-prepared, and nutritionally adequate.

The School Lunch Program was set up in 1943 under the Division of Vocational Education, State Department of Public Instruction. An experimental school lunch program authorized by Congress in 1942 continued on a year-to-year basis through



1945-46. In 1946, Congress passed the National School Lunch Act as a measure of national security to safeguard the health and well-being of the nation's children.

Schools participating in the National School Lunch Program follow a menu pattern based on nutritional research. The lunch provides one-third to one-half of the recommended daily dietary needs of the child, including proper quantities of protein-rich foods, fruits and vegetables, bread, butter or margarine, and a half-pint of whole milk. With well-balanced school lunches, children learn to eat a wide variety of foods, develop desirable food habits, and become better informed about the kinds and amounts of foods needed for normal growth and health. Utilization of lunch programs as educational opportunities in all schools is encouraged. Elimination of sale of items of foods and drink other than regular lunches and whole milk and simple breakfasts, where these are justified, is also stressed as an objective of the school food service program.

In 1954, Congress authorized the Special Milk Program, which with the lunch and commodity distribution programs, has pro-

vided increasing assistance in making better meals available for more school children.

During the 1963-64 school year, 2,041 of the 2,154 public schools in North Carolina provided meal service. Over 90 per cent of these schools (1,863) participated in the National School Lunch Program—most of them for the entire year. In participating schools, the average number of plate lunches served daily was 643,043, or 70.8 per cent of the total average daily attendance for these schools. The average daily number of plate lunches served under the National School Lunch Program was 59.4 per cent of the total average daily attendance for the entire State. A la carte food service was provided in 178 schools with a total average daily attendance of 138,230. Taken altogether, these statistics indicate that over one-third of the students in North Carolina's schools were not served nutritionally adequate lunches such as those provided under the National School Lunch Program. All but 17 of the schools with food service utilized foods distributed under the Federal surplus commodities program and participated in the Special Milk Program.

In many schools across the State, the goal of providing adequate lunches for all students is being achieved for the first time during the 1964-65 school year under the Federal Special Assistance Program, which provides increased rates of reimbursement for needy schools. Free lunch needs still exceed local financial ability by an estimated 10 per cent of the total lunches served, indicating the need for expansion of the Special Assistance Program through adequate, permanent financing from State and Federal sources.

Additional State funds are also needed to provide qualified school food service supervision for all administrative units and trained and experienced food service managers and competent helpers for all schools. This entails the development of educational and training programs in colleges and other educational centers to produce qualified personnel to fill these positions. Establishment of State standards on qualifications and salary and wage schedules for all school food service personnel and provision of school food service facilities and supervisory and managerial personnel in the same manner as other school facilities and personnel also are needed.

NUMBER OF SCHOOLS AND LUNCHES

Year	Number Schools	Number Type A Lunches	Number Free Lunches	Per Cent Free
1946-47	1,224	31,314,090	1,915,988	6.1
1949-50	1,422	41,712,233	2,847,264	6.8
1954-55	1,655	73,237,962	5,102,505	7.0
1959-60	1,787	97,124,702	6,059,020	6.2
1960-61	1,788	100,526,281	6,254,779	6.2
1961-62	1,817	105,831,305	6,135,321	5.8
1962-63	1,849	110,178,175	6,198,053	5.6
1963-64	1,850	114,384,097	6,312,128	5.5

PROGRAM INCOME BY SOURCE

Year	Students	Adults*	Federal Lunch Reimbursement	Federal Milk Reimbursement	Other	Total
1946-47	\$ 5,266,360.15	\$ 297,675.93	\$3,204,890.87	\$ 21,527.00	\$ 82,237.70	\$ 8,872,691.65
1949-50	7,940,674.55	468,556.94	2,814,269.53	63,596.04	78,298.38	11,365,395.44
1954-55	15,480,417.96	917,279.16	2,933,515.55	1,046,478.34	86,573.34	20,464,264.35
1959-60	22,289,622.11	1,228,757.50	3,846,242.17	1,066,552.92	235,990.49	28,667,165.19
1960-61	23,152,353.26	1,221,337.11	3,617,469.07	1,074,886.59	255,406.08	29,321,452.11
1961-62	24,989,722.82	1,363,805.09	3,613,913.37	1,286,235.39	265,321.57	31,518,998.21
1962-63	26,151,206.55	1,395,316.42	4,347,099.00	1,416,649.44	236,980.16	33,547,251.57
1963-64	27,353,746.19	1,444,183.24	5,257,525.00	1,394,683.43	360,698.17	35,810,836.03

EXPENDITURES BY PURPOSE

Year	Food	Labor	Other	Total
1946-47	\$ 5,917,584.36	\$1,976,460.99	\$ 552,812.00	\$ 8,446,857.35
1949-50	7,068,911.92	2,713,838.71	898,291.46	10,681,042.09
1954-55	14,027,435.85	4,659,436.29	1,828,472.62	20,515,344.76
1959-60	18,555,413.69	6,954,077.28	2,252,229.58	27,761,720.55
1960-61	19,404,514.06	7,484,914.30	2,395,226.52	29,284,654.88
1961-62	18,581,891.33	8,150,185.21	2,808,194.29	29,540,270.83
1962-63	21,254,850.00	8,917,646.10	2,965,108.05	33,137,604.15
1963-64	22,746,937.53	9,422,543.22	3,306,899.23	35,476,379.98

TRANSPORTATION

The annual State appropriation for public schools includes an amount for the maintenance and operation of school buses in all counties. Transportation is furnished to public school pupils living one and a half miles or more from the school which they attend.

Local boards of education purchase all original buses from local funds. Replacement buses are purchased with State funds. A separate appropriation is made for the purchase of replacement buses. State funds are not provided for the transportation of city children.

Most drivers are high school students, who are paid at the rate of \$30.00 per school month.



SCHOOL TRANSPORTATION

Year	Schools Served	No. of Vehicles	Pupils Transported	% A.D.A. Transported	Cost of Operation*	Cost per Pupil	Daily Miles Traveled
1929-30	1,266	4,046	181,494	27.0	\$ 2,273,287.55	\$12.53	108,001
1934-35	1,208	4,014	256,775	33.8	1,936,985.82	7.54	131,435
1939-40	1,469	4,526	334,362	42.3	2,417,659.65	7.23	154,759
1944-45	1,367	4,852	300,904	42.2	3,600,159.64	11.96	155,567
1949-50	1,538	5,846	396,783	49.7	6,110,739.16	15.40	211,887
White	1,080	4,658	313,747	55.6	4,901,132.03	15.62	153,296
Negro	458	1,188	83,036	35.6	1,209,607.13	14.57	58,591
1954-55	1,649	7,293	469,844	52.0	7,538,432.30	16.04	262,132
White	1,111	5,354	346,109	53.6	5,602,990.38	16.19	175,882
Negro	538	1,939	123,735	47.9	1,935,441.92	15.64	86,250
1959-60	1,645	8,349	537,403	53.6	9,710,605.42	18.07	298,639
White	1,168	5,919	384,800	53.8	7,134,930.04	18.51	195,277
Negro	477	2,430	152,603	52.9	2,575,675.38	16.86	103,362
1960-61	1,637	8,386	550,171	53.7	9,937,744.87	18.06	306,886
White	1,152	5,998	391,760	53.8	7,294,304.70	18.46	197,300
Negro	485	2,358	158,411	53.3	2,643,440.17	17.06	109,586
1961-62	1,754	8,571	560,667	54.1	10,470,556.97	18.68	317,679
White	1,252	6,038	397,843	53.9	7,376,337.09	18.54	207,468
Negro	502	2,533	162,824	54.5	3,094,219.88	19.00	110,211
1962-63	1,761	8,727	575,516	54.4	11,191,927.38	19.45	324,563
White	1,264	6,141	407,921	54.4	7,847,521.08	19.24	213,476
Negro	497	2,586	167,595	54.4	3,344,406.30	19.96	111,087
1963-64	1,766	8,861	587,064	54.2	11,070,296.35	18.86	330,913
White	1,273	6,240	415,313	54.2	7,842,143.43	18.88	217,195
Negro	493	2,621	171,751	54.2	3,228,152.92	18.80	113,718

* Including replacements.

INSURANCE

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This Division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis.

Engineers trained in fire safety make periodic inspections of all public properties insured in the "Public School Insurance Fund."

As of June 30, 1964, 103 of the 171 administrative school units, 4 technical institutes, 4 industrial education centers and 1 community college were provided with approximately \$377,000,000 of insurance.

PUBLIC SCHOOL INSURANCE FUND, 1949-50 to 1963-64

Year	Insurance in Force at June 30th	Earned Premiums	Fire and Other Losses	Loss Ratio to Earned Premiums	Net Profit
1949-50	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
1954-55	196,247,820.51	457,520.85	332,108.17	72.59	152,556.43
1959-60	286,203,100.00	550,245.26	115,680.96	21.02	463,364.06
1960-61	307,337,205.00	529,598.29	327,212.10	61.78	217,110.56
1961-62	354,903,845.00	521,740.84	127,940.35	24.52	389,426.27
1962-63	377,940,450.00	543,684.95	368,501.04	67.78	175,304.24
1963-64	376,863,500.00	543,724.18	492,847.84	90.65	63,094.60
Total		\$6,547,693.93	\$3,822,934.49	58.39	\$3,197,717.66

Note: The above figures include adjustments made to surplus each year for actual settlement of claims in process of adjustment at the end of each fiscal year.

VOCATIONAL REHABILITATION

Vocational Rehabilitation is a public service designed to develop, preserve or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and/or transportation during training; occupational tools, equipment and licenses; placement on the job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. Any handicapped person 16 years of age or older who can be reasonably expected

to profit by rehabilitation services is eligible to apply for consideration.

Expanded Services

As a result of a special act of the General Assembly of 1963, Vocational Rehabilitation services to the mentally handicapped have been expanded. Plans have been initiated for the development of new facilities and programs to meet the rehabilitation needs of this group of severely handicapped people so that the mentally retarded and mentally ill may have better opportunities for becoming self-supporting citizens, not dependent on mental institutions or their families. Arrangements have been made for joint agreements between the Division of Vocational Rehabilitation of the State Department of Public Instruction and the Department of Mental Health for establishing and carrying out programs of this kind.

The Vocational Rehabilitation Facility at Caswell Center, Kinston, which has pioneered for the past several years in a rehabilitation program for the mentally retarded, has been expanded, and is being used as a guide in the establishment of additional facilities of this type. A similar rehabilitation center program for the mentally ill and mentally retarded was established in Goldsboro in 1962 to serve Cherry Hospital and O'Berry Center, and at Butner in 1963 to serve Umstead Hospital and Murdoch Center. In Morganton the Vocational Rehabilitation Facility to serve Broughton Hospital and Western Carolina Center will soon become operational.

Plans are underway for the employment of additional supervisory and counseling staff to provide services to the mentally retarded. These will be stationed in district offices throughout the State.

The new legislative act also provided for the development of sheltered workshops throughout the State to be operated by local boards of directors of non-profit organizations, as well as the establishment of rehabilitation houses which will provide opportunities for personal adjustment and training activities for mentally ill and mentally retarded patients who are referred to the Division of Vocational Rehabilitation by the Department of Mental Health.

GROWTH IN VOCATIONAL REHABILITATION SERVICES

Year	No. Rehabilitated				All Other Services
	Total Rehab.	Total Case Services	With Physical Restoration	With Training	
1921-22	18	..	..	7	11
1924-25	94	..	..	61	33
1929-30	72	..	..	54	18
1934-35	230	..	..	158	72
1939-40	486	..	..	374	112
1944-45	1,865	..	544	323	998
1949-50	2,625	8,272	3,027	1,096	4,149
1954-55	2,689	7,975	3,547	412	4,016
1959-60	4,821	17,219	5,178	847	11,194
1960-61	5,328	14,250	7,725	904	5,621
1961-62	5,647	14,408	7,900	924	5,584
1962-63	6,163	16,357	8,253	1,251	6,853
1963-64	6,214	16,502	8,191	1,113	7,198

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1954-55	33,963.35	369,681.78	618,200.00	1,021,845.13	380.00
1959-60	67,297.00	761,966.63	1,651,064.18	2,480,327.81	514.50
1960-61	72,874.12	827,840.75	1,952,816.37	2,853,531.24	536.00
1961-62	..	879,673.69	1,981,133.27	2,860,806.96	507.00
1962-63	..	1,065,836.87	2,486,951.37	3,552,787.24	576.47
1963-64	..	1,453,500.25	3,391,500.58	4,845,000.83	779.69

VI

What Other Educational Institutions Are Operated in North Carolina?

PUBLIC

Federal Schools

The federal government operates elementary and secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

North Carolina School for the Deaf, Morganton
State School for the Blind and Deaf, Raleigh
Stonewall Jackson Training School, Concord
State Home and Industrial School for Girls, Eagle Springs
Morrison Training School, Hoffman
Eastern Carolina Training School, Rocky Mount
State Training School of Negro Girls, Kinston

The first two are operated under independent boards of trustees, whereas the latter five are under the general supervision of the State Board of Public Welfare.

Vocational Trade Schools

There was one public school in this classification in 1963-64, the Vocational Textile School at Belmont. This school operated under the direction of a special board of trustees and is closely supervised by the State Department of Community Colleges.

Community Colleges, Technical Institutes, and Industrial Education Centers

The 1963 General Assembly enacted a new Chapter 115A establishing a system of community colleges, technical institutes,

and industrial education centers, under the State Board of Education and local boards of trustees. To date, there are two community colleges, fourteen technical institutes, and five industrial education centers open and nine community colleges and two technical institutes in various stages of development but not yet open. (Gaston College operated as a junior college in 1964-65, but will be a part of the community college system beginning with the school year 1965-66.)

The community colleges in the planning stage are in Moore, Rockingham, Columbus, Burke, Surry, Lenoir, Davidson, Rutherford, and Wilkes Counties. The technical institutes in the planning stage are in Caldwell and Richmond Counties. The institutions now open, some of which will be merged with new community colleges in the same counties, are as follows:

<i>Institution</i>	<i>County</i>
Central Piedmont Community College	Mecklenburg
College of the Albemarle	Pasquotank
Asheville-Buncombe Technical Institute	Buncombe
Cape Fear Technical Institute	New Hanover
Catawba Valley Technical Institute	Catawba
Fayetteville Technical Institute	Cumberland
Forsyth Technical Institute	Forsyth
Lenoir County Technical Institute	Lenoir
Pitt Technical Institute	Pitt
Rowan County Technical Institute	Rowan
Technical Institute of Alamance	Alamance
Wayne Technical Institute	Wayne
Wilson County Technical Institute	Wilson
Davidson County Industrial Education Center	Davidson
Durham Industrial Education Center	Durham
Gastonia Industrial Education Center	Gaston
Guilford Industrial Education Center	Guilford
Leaksville-Rockingham County Industrial Education Center	Rockingham
Lee County Industrial Education Center	Lee
Randolph Industrial Education Center	Randolph
W. W. Holding Industrial Education Center	Wake

Senior Institutions

The State supports a university system comprising three senior institutions of higher learning and twelve other senior colleges. The accompanying table shows the enrollment in these institutions as of October for each year indicated.

ENROLLMENT IN NORTH CAROLINA INSTITUTIONS OF HIGHER LEARNING
1949-50 TO 1964-65

(as of October for Each Year)

PUBLIC INSTITUTIONS

Institution	1949-50	1954-55	1959-60	1962-63	1963-64	1964-65
1. Senior:						
UNC, Chapel Hill	7,419	6,061	7,959	9,604	11,297	12,155
N.C. State of UNC	4,600	4,280	6,117	7,234	8,207	8,878
UNC, Greensboro	2,190	2,340	2,641	3,575	3,737	4,249
UNC Total	14,209	12,681	16,717	20,413	23,241	25,282
A. and T. College	*2,832	2,122	2,006	2,851	3,005	3,227
Appalachian	1,260	1,452	2,264	3,101	3,186	3,428
Asheville-Biltmore	*287	308	398	469	545	470
Charlotte	*923	341	881	1,355	1,414	1,512
East Carolina	1,659	2,363	4,045	5,662	5,930	6,599
Elizabeth City	476	439	546	880	885	998
Fayetteville	538	626	575	1,045	1,013	1,145
N.C.C. at Durham	1,146	1,406	1,884	2,498	2,609	2,651
Pembroke	153	161	411	758	934	1,058
Western Carolina	608	897	1,501	2,121	2,289	2,431
Wilmington	293	250	557	823	927	968
Winston-Salem	463	796	912	1,213	1,160	1,115
Total Senior	24,247	23,842	32,697	43,189	47,138	50,884
2. Community (Junior):						
Central Piedmont	**	**	**	**	220	239
College of Albemarle ..	**	**	**	230	209	282
Gaston	**	**	**	**	**	696
Off-Campus	166	25	**	**	**	**
Total Community	166	25	**	230	429	1,217
TOTAL PUBLIC	24,413	23,867	32,697	43,419	47,567	52,101

* Includes those not classified as regular college students.

** Not operating.

NON-PUBLIC

Kindergarten

Although the law permits the establishment of public kindergartens, none have been provided. A large number of non-public schools are operated either privately or by church organizations. All such institutions, according to law, are subject to the supervision of the State Department of Public Instruction and standards adopted by the State Board of Education. A bulletin, *Schools for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, has been issued by the State Department of Public Instruction. At the present time, 1964-65, there are 68 kindergartens in North Carolina which are approved by the State Department of Public Instruction.

Elementary Schools

There are now, 1964-65, 115 non-public elementary schools in operation. Twenty-five of these teach only the first grade. Most of these schools are located in the city administrative units.

High Schools

Twenty-five non-public high schools which do not offer an elementary curricula, and 21 schools which offer both elementary and high school curricula are now in operation. Of this total 26 are accredited by the State Department of Public Instruction, and 14 are accredited by the Southern Association of Schools and Colleges.

During 1963-64 there were 161 non-public schools in operation; 100 white, 24 Negro, and 37 integrated. There was a total enrollment of 18,825 in these schools, most of which are church-related.

Business Colleges and Trade Schools

There are forty-four private business colleges and five private trade schools licensed and approved to operate in North Carolina under provisions of the General Statutes. Forty of the business colleges enroll students belonging to the white race and four of the business colleges enroll students belonging to the Negro race. The five private trade schools enroll students belonging to the white race. The total enrollment in these schools is in excess of 6,000 students.

Colleges and Universities

There are (in 1964-65) 42 classified private and church-related institutions of higher learning located in North Carolina, not including a seminary for graduate students, and three Bible colleges. Of these 42 institutions, 26 are senior grade and 16 junior. The accompanying table shows the enrollment in these institutions as of October for the years indicated.

ENROLLMENT IN NON-PUBLIC INSTITUTIONS OF HIGHER LEARNING 1949-50 to 1964-65

(As of October for Each Year)

Institution	1949-50	1954-55	1959-60	1962-63	1963-64	1964-65
1. Senior:						
Atlantic Christian	502	496	1,219	1,289	1,325	1,289
Barber-Scotia	156	185	222	310	315	315
Belmont Abbey	*	270	497	613	619	667
Bennett	482	450	490	578	589	591
Black Mountain	48	16	**	**	**	**
Campbell	*	*	*	1,727	1,836	2,002
Catawba	766	539	767	953	854	868
Davidson	883	844	912	1,009	1,000	1,006
Duke University	5,084	5,026	5,766	6,360	6,421	6,695
Elon	832	884	1,304	1,262	1,248	1,320
Flora MacDonald	223	281	381	**	**	**
Greensboro	351	354	489	592	589	533
Guilford	562	574	1,251	1,816	1,632	1,661
High Point	748	855	1,044	1,311	1,404	1,558
Johnson C. Smith U.	697	634	810	1,027	976	1,048
Lenoir Rhyne	792	882	965	1,023	1,142	1,212
Livingstone	351	388	561	692	726	704
Mars Hill	*	*	*	1,141	1,288	1,324
Meredith	538	619	706	880	857	870
Methodist	**	**	**	345	470	614
Montreat-Anderson	152	181	*	*	*	*
N. C. Wesleyan	**	**	**	324	450	565
Pfeiffer	*	*	717	873	829	843
Queens	377	434	631	845	928	925
Salem	323	336	443	502	498	500
Shaw University	802	521	572	635	650	721
St. Andrews	**	**	**	940	898	909
St. Augustine	453	449	473	732	766	733
Wake Forest	2,172	1,704	2,505	2,915	2,958	2,920
Total Senior	17,294	16,922	22,725	30,694	31,268	32,393
2. Junior:						
Belmont Abbey	159	***	***	***	***	***
Brevard	405	219	411	419	409	431
Campbell	362	452	914	***	***	***
Chowan	127	301	458	773	902	1,155
Gardner-Webb	430	356	533	604	720	909
Immanuel Lutheran	49	34	30	**	**	**
Kittrell	**	**	**	**	**	180
Lees-McRae	254	316	327	403	425	510
Louisburg	214	202	440	560	632	663
Mars Hill	910	862	1,056	***	***	***
Mitchell	272	117	183	443	519	557
Montreat-Anderson	***	***	108	247	253	339
Mount Olive	**	**	117	170	201	260
Oak Ridge Military	79	54	57	75	66	52
Peace	230	212	266	325	329	373
Pfeiffer	289	350	***	***	***	***
Pineland (E.M.I.)	65	146	54	73	87	167
Presbyterian	165	93	259	**	**	**
Sacred Heart	51	174	178	218	208	196
St. Genevieve	80	82	**	**	**	**
St. Mary's	215	203	256	283	283	279
Warren Wilson	82	143	224	277	286	257
Wingate	224	253	796	1,012	1,124	1,320
Total Junior	4,662	4,569	6,667	5,882	6,444	7,648
3. Bible and Seminary:						
John Wesley	†	†	28	25	28	41
Piedmont Bible	†	164	142	141	158	188
Southern Pilgrim	†	69	29	48	45	67
Southeastern Baptist Seminary	†	376	734	595	575	555
Total Bible and Seminary	†	609	933	809	806	851
TOTAL NON-PUBLIC	21,956	22,100	30,325	37,385	38,518	40,892

* Junior College this year. ** Not operating. *** Senior college this year.

† Data not available.

VII

What are the Recommendations for Improving the Public Schools?

One of the administrative duties of the State Superintendent of Public Instruction, as defined in Chapter 115 of the General Statutes, is "to report biennially to the Governor" on the status of the public schools and to submit "recommendations for their improvement." Statistical and descriptive data on school operations in North Carolina have been presented in the preceding sections of this Report; this section, therefore, constitutes the State Superintendent's appraisal of these data and his recommendations to the Governor, the General Assembly, and the citizens of the State for the further improvement of the public schools.

RECENT ACHIEVEMENTS

There have been within recent years many expressions of the State's true commitment to education. In a climate of public opinion favorable to education as a personal and societal necessity and to the public school as the vehicle for moving the State into the mainstream of American life, opportunities for achievement have been exciting, challenging, and rewarding. Seldom in the State's history has there been such unanimity in the conviction that good schools are essential in fulfilling the State's potentialities and seldom, if ever, has there been such enthusiastic support of the many educational programs and services envisioned by the Governor, the General Assembly, the State Board of Education, and the people of the State as vital elements of a good school system. The following trends in progress are indicative of the current era:

1. The number of special education teachers for mentally retarded and handicapped youth has increased from 206 in 1960-61 to 885 in 1964-65.
2. The number of special teachers for gifted and talented children has increased from 16 in 1960-61 to 255 in 1964-65.
3. Vocational education, including courses in trade and industrial education, distributive education, business and office education, and comprehensive and diversified occupations, in addition to the regular programs in agriculture and home economics, has expanded considerably.

4. The number of full-time guidance counselors has increased from 138 in 1960-61 to 440 in 1964-65.
5. The number of full-time librarians has increased from 558 in 1960-61 to 1,380 in 1964-65.
6. State Funds have been made available for the employment of assistant superintendents. There were no such State-financed positions in 1960-61; this year, there are 92 assistant superintendents.
7. Attendance counselors have been employed to enforce the compulsory school attendance laws. No counselors were employed with State financial aid in 1960-61; this year, 131 are employed.
8. The teacher allotment formula has been liberalized. A professional person is now provided for every 23.8 students in average daily attendance.
9. State funds for the purchase of library books and instructional materials have been increased.
10. The number of classes instructed by television has increased from 392 in 1960-61 to 631 in 1964-65.
11. The term of employment for teachers has been extended from 180 days in 1960-61 to 185 days in 1964-65. The term of employment for principals has been extended from 10 months in 1960-61 to 10½ and 11 months (depending on size and type of school) in 1964-65.
12. Clerical assistance has been made available to schools.
13. Sick leave, in the amount of five days per year, has been granted teachers.
14. The number of scholarship loans for needy and worthy high school graduates desiring to become teachers has increased from 300 in 1960-61 to 450 in 1964-65.
15. State funds for the salaries of teachers have been increased. In 1960-61, the beginning salary for an inexperienced teacher was \$322 per month; this year, it is \$415 per month. The monthly salary for teachers holding the graduate certificate, based on a masters degree with 13 years experience, has increased from \$498 in 1960-61 to \$631 this year.
16. Additional funds have been provided with which county and city units might employ college and university person-

nel to assist in strengthening in-service education programs.

17. The Governor's School, a summer residential school for gifted and talented children, has been established.
18. The Advancement School, for children of average and above average intelligence who are not achieving at their level of ability, has been established.
19. The North Carolina School for the Arts has been established and will begin operating in September, 1965.
20. The program of community colleges, industrial education centers, and technical institutes has been expanded.
21. A \$100,000,000 bond issue for improved public school facilities, authorized by the General Assembly of 1963, has been approved by vote of the people.
22. A three-year comprehensive school improvement project, designed to improve the teaching of reading, writing, and arithmetic in the primary grades, has been initiated.
23. The Learning Institute of North Carolina, an educational research center, has been established.
24. Through consolidation of schools and merger of administrative units, programs of education are becoming more comprehensive.
25. The curriculum has been revised and refined to accommodate the expanding interests and needs of youth and adults.

SOME NEXT STEPS FOR IMPROVING PUBLIC EDUCATION

Although there is much evidence of much progress in recent years, unlimited opportunities still exist for improving public education. The eradication of ignorance and the extension of the educative process to embrace the total capabilities of all our people, both children and adults, is a continuing challenge. A review of these opportunities compels a system of priorities which leads to the identification of the most urgent needs. These needs, reflected in the following "B" Budget, constitute the immediate next steps for improving public education in the State:

DESCRIPTION OF "B" BUDGET REQUESTS FOR BIENNIUM 1965-67

NINE MONTHS SCHOOL FUND

I. Provide improved classroom teaching conditions so that students will have a better chance to learn	
A. Improve the teacher allotment formula to provide smaller class size in the elementary school—change from 6 positions for the first 171 pupils and 1 additional position for each additional 30 pupils in a district to 6 positions for 150 pupils and 1 additional for each 29 pupils. (Requires 1615 positions the first year and 1617 the second year.)	\$15,903,683
B. Provide additional specially allotted teachers for educable mentally retarded students. (200 the first year and 400 the second year)	2,953,738
C. Provide additional teachers for crippled children, and for those that have speech, hearing, or visual handicaps. (35 the first year and 70 the second year)	516,904
D. Provide teachers for children who are kept in the home or a hospital because of illness or handicaps. (50 the first year and 70 the second year)	615,252
E. Provide additional specially allotted teachers for exceptionally talented students (25 the first year and 50 the second year)	369,218
F. Provide additional teachers for the high schools for instruction in home economics, trades and industries, distributive education, diversified and comprehensive vocational education, and office education (608 positions the first year and 1105 the second year—cost \$7,105,322, less estimated Federal funds of \$5,028,823, net State 92,076,499)	2,076,499
G. Increase the State appropriation for trainable mentally handicapped children from \$360 to \$630 per pupil per year	767,880
H. Provide 10 additional attendance counselors to help solve the absentee and drop-out problem	46,302
Total	\$23,249,476
II. Secure and hold better qualified teachers and principals	
A. Raise teachers' salaries by \$15 per month the first year and an additional \$15 per month the second year as additional steps in a long range plan of salary increases to make North Carolina salaries competitive with the national average. (Estimated 1963-64 North Carolina average \$5,050, national average \$5,963 from all sources, North Carolina ranks 37th)	\$18,097,856
B. Increase the rate of pay of substitute teachers from \$10 per day to \$12.50 in 1965-66 and \$15 in 1966-67 which requires additional funds for sick leave and to provide sick leave for additional teachers	\$ 1,155,925
C. Provide a salary increase for principals of \$15 per month in 1965-66 and an additional \$15 per month in 1966-67	928,779
D. Provide additional scholarships for students preparing to teach (400 the first year and 700 the second year)	385,000
E. Extend the term of teachers of trade and industrial education from 9¼ to 10 months and extend the term of a selected number (30 the first year and 45 the second year) to 12 months (cost \$167,972, less Federal share \$121,223, net State \$46,749)	46,749
Total	\$20,614,309
III. Provide professional help for teachers to enable them to do a better job teaching children	
A. Provide the same salary increase for supervisors as for teachers (\$15 for the first year and an additional \$15 for the second year)	\$ 139,050
B. Expand and improve the in-service education program for teachers to include reading on which all academic instruction depends, to include summer institutes, and television courses	301,188
C. Provide additional teacher training in Vocational Education in the areas of Trades and Industries and Home Economics (Total \$201,146, less Federal share \$145,948, net State \$55,198)	55,198
D. Expand services in education by television to include art, music, physical education, and science in the elementary school, Government/World Geography, and Junior/Senior High School mathematics	214,562
E. Summer conferences for teachers of Vocational Education (Total \$36,737, less Federal share \$26,087, net State \$10,650)	10,650
Total	\$ 720,648

IV. Give teachers and students the tools they need

A. Provide \$11 per year per pupil from State funds and prohibit the charging of high school textbook fees	\$ 7,076,353
B. Provide a per capita allotment of \$2 per pupil per year for supplementary books in the elementary schools and prohibit the charging of supplementary textbook rental fees in the elementary schools	3,381,416
C. Provide funds to increase the allotment for instructional supplies for \$1.75 to \$3 per pupil to meet the need more adequately and prohibit the charging of fees	2,928,040
D. Provide funds to increase the allotment for libraries from \$1 to \$2 per pupil and prohibit the charging of fees	\$ 2,342,431
E. Provide teaching materials in the Vocational Education areas (Total \$74,000, less Federal share \$53,964, net State \$20,036)	20,036
F. Assist the counties and cities in providing adequate equipment for an expanded program of Vocational Education in the high schools (Total \$2,676,900, less Federal share \$1,959,036, net State \$717,864)	717,864
Total	\$16,466,140

V. Improve special services for the handicapped

A. Increase State aid for Vocational Rehabilitation to meet rising hospital costs and provide for services to many more of the disabled citizens of the state (Total \$2,182,426, less Federal share \$1,533,154, net State \$649,272)	\$ 649,272
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VI. Improve local educational leadership

A. Provide salary increases for superintendents and assistant superintendents of \$15 per month the first year and an additional \$15 per month the second year	\$ 147,960
B. Increase the allotment formula for attendance counselors by \$10 per month	27,000
C. Increase the allotment formula for clerks in superintendents' offices by 5% and increase the salary schedule for property and cost clerks by \$15 per month the first year and an additional \$15 per month the second year	135,781
Total	\$ 310,741

VII. Improve State educational leadership under the State Board of Education

A. Improve fiscal services in the Controller's office	\$ 173,949
B. Improve State services in Vocational Education (Total \$386,991, less Federal share \$280,544, net State \$106,445)	106,445
C. Improve State-level services to local school units in school planning	193,603
D. Expand State-level services for the handicapped under Vocational Rehabilitation (Total \$338,730, less Federal share \$238,002, net State \$100,728)	100,728
E. Provide more adequately for State-level services for trainable mentally handicapped children	20,300
F. Extend and improve State services under the National Defense Education Program	\$ 165,542
G. Provide for additional administration and supervision of the program for professional improvement of teachers	38,728
Total	\$ 799,295

VIII. Increase State financial help to local school units in plant operation and transportation

A. Increase allotment for janitors' salaries from \$142 to \$175 per teacher to provide a living wage and additional janitorial services	\$ 3,390,305
B. Provide for improvement in allotments for fuel, water, light and power, janitorial supplies, and telephones	2,061,726
C. Increase the salary schedule of mechanics by \$15 per month the first year and an additional \$15 per month the second year	309,240
D. Provide funds for transportation of pupils within municipal corporate limits who reside $1\frac{1}{2}$ miles or more from school (54,429 pupils the first year and 56,606 pupils the second year at \$13 each)	1,443,455
Total	\$ 7,204,726

IX. Improve education by experimentation, research, special schools, and projects

A. Provide matching funds for a grant from the North Carolina Fund for a comprehensive school improvement project in the primary grades. (200 schools the first year and 300 the second year)	\$ 1,579,500
B. Provide matching funds for a Federal research grant, and Carnegie Corporation grant, for the operation of the Advancement School for students of above average potential who are achieving at below grade level	1,014,212
C. Provide funds for the continuation of the Governor's School for highly gifted secondary school students	360,000
Total	\$ 2,953,712
X. Provide additional funds to meet the demand for driver training \$ 4,245,273	
Grand Total	\$77,213,592

COMMUNITY COLLEGES

I. Improve State leadership	\$ 187,001
II. Provide operating costs for new educational programs and new institutions	8,229,111
III. Provide equipment for new educational programs and equipment and library books for new institutions	9,604,000
TOTAL—COMMUNITY COLLEGES	\$18,020,112

DEPARTMENT OF PUBLIC INSTRUCTION

I. Improve State educational leadership	\$ 129,000
TOTAL—STATE BOARD OF EDUCATION AND DEPARTMENT OF PUBLIC INSTRUCTION	\$95,362,704

BELIEFS AND DIRECTIONS

Education cannot be reviewed, evaluated, improved, and re-directed within a vacuum. Instead, this process must be related to a belief, a conviction, a practice, or a procedure. As a prerequisite to the reviewing process, as a basis for evaluating, and as a point of departure for improving and redirecting, it would seem appropriate that we get clearly in focus just what we really believe about education, how earnestly we believe it, and just what areas of education need improvement and redirection.

Generally and usually we achieve within our perspective—the broader, the deeper the perspective, the greater the probability of achievement. Perspective involves beliefs, convictions, and values, and achievement is likely to be in proportion to the sense of values possessed.

What Do We Believe, in the Areas of Educational Philosophy Administration?

We believe that all children in our State, irrespective of residence, race, or creed, or circumstance, are entitled to the oppor-

tunity to bring out all that is within them, necessitating the maintenance of a school system which is capable of producing and implementing this opportunity.

We believe that each of these children is individually alike and individually different, necessitating a *variety* of instructional programs, a *variety* of teaching methods, and a *variety* of learning materials.

We believe that the employment of *qualified* teachers, supervisors, and administrators is essential to the teaching-learning process.

We believe that the educative process requires *adequate* facilities and equipment.

We believe that public education is the instrument of organized government; and that schools derive their authority from the State Constitution, their direction from the General Assembly, and their general administration from the State Board of Education.

We believe that county and city boards of education, as creatures of the General Assembly, are, in a sense, "local legislatures", with the authority and the responsibility for establishing, maintaining, and directing local school systems.

We believe that, as governmental institutions established for the common good, public schools should be supported by all levels of government—local, State, and federal.

We believe that the basic function of the State Department of Public Instruction is threefold: *first*, to provide leadership and assistance to local boards of education and their administrative and supervisory staff in implementing the program of the General Assembly as interpreted by the policies of the State Board of Education; *second*, to ascertain and secure compliance with State law and State Board policy; and, *third*, to advise the State Board of Education and the General Assembly of the needs of the schools in the development of legislative programs.

We believe that schools, in a democracy, are both legal and moral concerns of parents and the public-at-large; and, therefore, schools should seek their strength in the hopes and aspirations of the adults who surround and support the school.

We believe that those entrusted with the administration of schools at both the State and local levels are under compulsion, as an exercise of responsible leadership, to inform their clients

of the excellencies and the deficiencies in education and to project the procedures for improvement and redirection.

Having enunciated and recalled our beliefs about philosophy and administration, we come now to *evaluate* and *determine future directions* in these beliefs:

We have made much progress in affording educational opportunities to *all children*—trainable, handicapped, normal, and gifted, *but* we shall not translate our belief into reality *until*:

- *All* children, beginning with kindergarten age, shall have opportunity to receive free instruction in the regular school term and in a summer session.
- *All* children remain in school until they achieve their potential.

We have made much progress in securing teachers, principals, and superintendents with college degrees, *but* we shall not translate our belief into reality *until*:

- *All* who teach are genuinely educated.
- *All* teachers are assigned exclusively to their subject fields.
- *All* principals are able to help teachers with instruction.
- *All* superintendents look ahead rather than wait to see “what’s going to break” next.

We have made much progress in facilities and equipment, thanks to bond issues (State and local) and the National Defense Education Act, *but* we shall not translate our beliefs into reality *until*:

- *All* children, *all* staff members, and *all* administrative offices are adequately housed.
- *All* who teach and *all* who learn have modern, up-to-date books and other instructional aids, including the latest products of technology.

We have made much progress in financing education, reflecting the commitment of the State, *but* we shall not translate our beliefs into reality *until*:

- *All* local administrative units assume, through a special supplementary tax, some responsibility for current expense as well as capital outlay.
- The State of North Carolina, acting through the General Assembly, develops a continuing formula for financing education,

both current expense and capital outlay—the formula to be of such strength as (a) to require local participation according to ability and need, and (b) to require county and city boards of education to maintain accredited status for all the schools within their jurisdiction as a prerequisite for receiving financial aid.

- The Federal Government, acting through the Congress, accepts its role in *public* education as a national objective with federal funds being made available to State Boards of Education for use by State Boards in strengthening whatever phase of public education is most compelling and urgent.

We have made much progress in orienting members of county and city boards of education to the authority and the responsibility of their positions, *but* we shall not translate beliefs into reality *until*:

- Some educational qualifications are declared as a prerequisite for membership on a board of education.
- Each member of the board feels that the full unit is his area of responsibility rather than the particular district in which he resides.
- Boards of education are paid for their services in such an amount as to permit them to travel, to study, and to devote some *daylight* hours to education.
- Boards of education are given the opportunity to become acquainted with the *educational* program as well as the *financial* program.

We have made much progress in State level administration, *but* we shall not translate beliefs into reality *until*:

- The State Department becomes one coordinated agency responsible for all State-level services to the public schools of the State.
- The State Department is financially able to continue to recruit the best people in the State and nation as consultants and house them adequately in *one* location in Raleigh.
- The rigidity of uniformity, in all State-level practices and procedures, yields to the fluidity of local initiative and desire.
- The State staff conceives its primary function to be *one of leadership* rather than *regulation*.

- Each member of the State staff feels an obligation for all levels and types of education, rather than just his area of specialization.

Next, What Do We Believe, in the Areas of Curriculum and Instruction?

We believe that because children vary in their potential and because of the varying demands of a democratic society, it is incumbent upon school systems and schools within systems, and teachers within schools, to provide varying types and degrees of instructional programs for both children and adults.

We believe that these varieties can best be afforded in school administrative units that are large enough to supply enough students and enough local funds to permit the operation of community schools at the elementary level, area schools at the junior high school level, and county-wide schools at the secondary level.

We believe that students at all levels of school attendance are entitled to instruction in reading, writing, arithmetic, science, health, history, government, geography, music, art, and physical education; that, in addition, students at the junior high school level are entitled to foreign languages, industrial arts, and a beginning knowledge of the world of work; and that, in addition, students at the secondary level are entitled to instruction in the specialized courses which will prepare them to enter a vocation upon graduation, if they desire, or to continue their vocational specialty in post-high-school education, if they desire.

We believe that to be good, vocational education must be established on top of and not in lieu of, good general education and that both general and vocational education are enhanced by a close affiliation of one with the other.

We believe that special segregated classes and special teacher allotments for the gifted and the handicapped are defensible and justified if the degree of student competency or deficiency is such that it cannot be challenged in the regular classroom.

Having enunciated and recalled some of our beliefs about *curriculum* and *instruction*, we come now to evaluate and determine future directions in these beliefs:

We have made much progress in identifying and classifying children according to abilities, *but* we shall not translate beliefs into realities *until*:

- School administrative units are big enough and resourceful enough to support a program of differential education.
- Each county administrative unit functions as a single district, and *until* schools are consolidated in such size and at such locations as to permit the employment and full utilization of sufficient personnel to challenge children of all levels of ability.
- Our teacher-education institutions *show*, by practice and by demonstration, what is meant by differential education, rather than just teach courses entitled "Teaching Gifted Children" and "Teaching the Mentally Retarded."
- Our teachers learn how to use a variety of books with several groups in the same classroom at the same time.

We have made much progress in broadening, strengthening, and deepening the curriculum, *but* we shall not be able to translate beliefs into reality *until*:

- We develop a sequential syllabus for all the subject areas we include in our curriculum.
- We make certain that children are showing achievement by reason of their experiences *with* a teacher and *in* a course.
- We establish priorities among all knowledge that is available and among all "do-gooders" who peddle their concepts of what the schools should be teaching.
- We determine that vocational education is "specialized education" for special groups of students at the high school level.
- We establish the relative values of *curricular*, *co-curricular*, and *extra-curricular* experiences for children and for a community.

We have made some progress in experimentation, *but* we shall not be able to defend our instructional practices *until*:

- We develop some specific research designs, finance them, initiate them, interpret them, and modify our methods according to the findings.
- We establish some informational seminars for our teachers and principals where the sole purpose of the meeting is to report on the results and the implications of research.

In concluding this summary of some of our basic beliefs and future directions, it becomes apparent that yesterday's programs of education may have sufficed, considering all the circumstances

then prevailing, but it is equally apparent that yesterday's and today's programs will not serve tomorrow's needs in their entirety. It therefore becomes the responsibility and the opportunity of the State to make sure that schools shall be characterized as excellent for their day.

